DOCUMENT RESUME

ED 097 408 UD 014 598

AUTHOR Van Meter, Roz; Haswell, Harold A.
TITLE Educational Components of Model Cities: A Report on Region VI.
INSTITUTION Office of Education (DHEW), Dallas, Tex. Regional Office 6.
PUB DATE Sep 74
NOTE 190p.

EDRS PRICE MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS Community Involvement; Depressed Areas (Geographic); Economically Disadvantaged; *Educational Programs; Federal Aid; *Federal Programs; Ghettos; Inner City; *Poverty Programs; *Program Evaluation; Resource Allocations; Southern States; Urban Environment; Urban Population
IDENTIFIERS *Model Cities

ABSTRACT

The Demonstration Cities and Metropolitan Development Act of 1966 called for a comprehensive attack on social, economic, and physical problems of blighted urban areas through the concentration and coordination of resources. It also required the involvement of neighborhood citizens in all aspects of planning: from setting goals, choosing objectives, and identifying problems, to preparing programs and determining priorities. It was anticipated that three major outcomes would result. Disadvantaged people would experience a substantial improvement in their lives and opportunities. City governments would have a greater ability to deal with both physical and social problems at the local level. Imaginative approaches to alleviating age-old dilemmas would emerge from the synergistic efforts of professional helpers and the people needing the help. This report deals only with the Educational Component of Model Cities--those projects in each of the 16 participating Region VI cities which dealt with academic, vocational, and self-perception needs of the residents. Section 2 offers an inventory of each city's Model Cities educational programs, followed by closer examination of one or two projects considered by local leaders to have made a significant impact on their community. Notice is made of those programs which have been brought into the state and/or local structure. (Author/JM)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 097403

EDUCATIONAL COMPONENTS OF MODEL CITIES

A Report on

Region VI

by

Roz Van Meter

and

Harold A. Haswell

U.S. Department of Health, Education, and Welfare
Office of Education, Region VI
1114 Commerce Street
Dallas, Texas 75202

SEPTEMBER, 1974

CD 0[illegible]

FOREWARD

There are several reasons for writing this report. First of all, we have a conviction that Government owes to the citizens it serves an account of how their money was spent and what good it did. Secondly, an historical overview can serve as a map for other communities to follow, should they want to replicate the experiences of the Model Cities. Finally, we feel a need to pay tribute to the dedication and Herculean efforts of Model City staffs and to the legacy left to their communities by their labors.

Every community involved in Model Cities will literally never be the same. Where there used to be dirt streets that churned to ankle-deep mud with every rain, there are now paved streets, storm sewers, and sidewalks. Mothers who had to take their children on hour-long bus rides, to wait all day in distant clinics, can now visit Model Neighborhood health centers. Vacant lots with broken bottles have been replaced by playgrounds and parks. People with little functional knowledge of English

enjoy visiting a library to see films and hear records; their children check out books.

The Model Cities concept rejected the image of federal largesse dispensed to passive poor people. Its position was that the people in the Model Neighborhood are in the best position to diagnose their own problems and take action to alleviate them.

Perhaps that was the most significant impact of the entire Model Cities experiment: the process of people governing themselves, assertively identifying and attacking not only some of the effects of poverty, but some of the causes.

This report tells how they did it in the area of education.

Harold A. Haswell, Ph.D.
Special Assistant to the
Regional Commissioner

Roz Van Meter, M.A.
Project Editor/Writer

Ron Wilkins
Research Assistant

U.S. Department of HEW
Office of Education, Region VI
1114 Commerce Street
Dallas, Texas 75202

CONTENTS

FOREWARD i

I. OVERVIEW OF MODEL CITIES 1

Background on the Model Cities Program 3

Examples of Institutionalization 9

Innovative Projects 11

Recommendations:
Future HUD/OE Interagency Agreement . . 19

II. SUCCESSFUL CONCEPTS AND PROCEDURES 23

Community Involvement 25

Educational Planning
in Albuquerque: A Case History . . 25

Organizational Procedures 28

Houston CDA and LEA Procedures. . . . 28
State Coordination of EMC in Texas. . 30
Regional EMC Report 30

Technical Assistance 32

To Funded Projects 32
To Institutions of Higher Education . 34
In Proposal Preparation 36

Interagency Coordination 39

RICC in San Antonio 39
MAP Reviews 42

Development of Communication Lines 45

National Communication Lines 45
State and Local Communication Lines . 45

CONTENTS

(Continued)

III. SIGNIFICANT PROJECTS OF THE SIXTEEN MODEL CITIES . . . 47

Albuquerque, New Mexico 49
Austin, Texas 63
Eagle Pass, Texas 69
Edinburg, Texas 74
Houston, Texas 82
Laredo, Texas 93
Lawton, Oklahoma 101
Little Rock, Arkansas 105
McAlester, Oklahoma 113
New Orleans, Louisiana 120
San Antonio, Texas 126
Santa Fe, New Mexico 133
Texarkana, Arkansas 138
Texarkana, Texas 151
Tulsa, Oklahoma 161
Waco, Texas 173

POSTSCRIPT 185

INDEX 186

SECTION I

OVERVIEW OF MODEL CITIES

BACKGROUND ON THE MODEL CITIES PROGRAM

The Demonstration Cities and Metropolitan Development Act of 1966, better known as the Model Cities Act, created a new urban demonstration program. The Act called for a comprehensive attack on social, economic, and physical problems of blighted urban areas through the concentration and coordination of resources. It also required the involvement of neighborhood citizens in all aspects of planning; from setting goals, choosing objectives, and identifying problems; to preparing programs and determining implementation priorities.

Local officials and citizens drew up comprehensive neighborhood plans to intermesh federal, state, and local resources and funding into a cohesive whole. Instead of having uncoordinated programs and projects overlapping, cancelling each other out, and duplicating effort, each city developed and carried out its own umbrella plan.

It was anticipated that three major outcomes would result from the Model Cities experiment. Disadvantaged people

would experience a substantial improvement in their lives and opportunities. City governments would have a greater ability to deal with both physical and social problems at the local level. Imaginative approaches to alleviating age-old dilemmas would emerge from the synergistic efforts of professional helpers and the people needing the help, the Model Neighborhood Area (MNA) residents themselves.

This report deals *only with the Educational Component of Model Cities* -- those projects in each of the sixteen participating Region VI cities which dealt with academic, vocational, and self-perception needs of the MNA residents. Section II offers an inventory of each city's MC educational programs, followed by closer examination of one or two projects considered by local leaders to have made a significant impact on their community. Notice is made of those programs which have been institutionalized; that is, continued by being brought into the state and/or local structure, rather than being terminated when Model Cities funding expires.

Some of the projects described in this report covered the entire period of more than four years. Others lasted

only a year or two, but were of sufficient importance to warrant mention. Many programs ran into problems, sometimes serious enough to shorten the time the programs were in effect. Such trouble spots are mentioned in the conviction that no map is effective that does not mark the quicksand.

The sixteen cities of Region VI which had Model Cities programs were:

Albuquerque, New Mexico
Austin, Texas
Eagle Pass, Texas
Edinburg, Texas
Houston, Texas
Laredo, Texas
Lawton, Oklahoma
Little Rock, Arkansas
McAlester, Oklahoma
New Orleans, Louisiana
San Antonio, Texas
Santa Fe, New Mexico
Texarkana, Arkansas
Texarkana, Texas
Tulsa, Oklahoma
Waco, Texas

A survey of the original proposals for Model Cities grants reveals certain educational characteristics common to the Model Neighborhood Areas as contrasted with the rest of the city-wide community:

1. A higher rate of illiteracy.

2. The highest rate of adults and youth with less than an eighth-grade education.

3. The greatest number of pupils who are below grade level in achievement, in both elementary and secondary schools.

4. The highest concentration of retrogressive pupils; that is, pupils whose test scores on standardized tests get progressively poorer as they advance chronologically.

5. A greater number of children of welfare recipients.

6. Limited or non-existent preschool programs.

7. A more negative self-concept of adults and youth.

8. The highest percentage of school dropouts.

9. The lowest percentage of high school graduates who go to college.

10. A higher student-teacher ratio.

11. The highest percentage of beginning teachers; experienced teachers often prefer to work in the so-called better neighborhoods.

12. An extremely high counselor-student ratio, often 1:1000 or higher.

13. Overcrowded or deteriorated classrooms and other facilities.

14. A higher density of general population.

15. Limited possibility of school expansion because of the lack of available land area.

As these commonalities indicate, every Model Neighborhood is overlaid with a mosaic of liabilities that tend to perpetuate poverty, illiteracy, and despair.

The extent to which Model Cities educational funds* helped alleviate some of these liabilities is worth examining.

* Model Cities educational funding from the Department of Housing and Urban Development totaled $37,500,000 for the five-year period, with the Office of Education administering the program through technical assistance and consultative services to the cities. Moreover, it is estimated that an additional $75,000,000 of USOE funds was attracted by the HUD "magnet money," plus an unknown but sizable amount of local and state monies.

EXAMPLES OF INSTITUTIONALIZATION

Perhaps the single most impressive criterion offered in support of quality performance is the large number of successful programs which have been institutionalized; that is, assured of continuation funding after the withdrawal of Model Cities funds.

1. As a result of Model Cities funding, Albuquerque's MNA now has a neighborhood library and multi-ethnic cultural center.

2. Eagle Pass can boast of much-needed permanent school buildings and their first school cafeteria with a hot lunch program.

3. At Edinburg the entire curriculum of the school system has been favorably influenced as a result of a highly successful program of Individually Prescribed Instruction.

4. Austin has come up with what may be one of the nation's finest communication skills project.

5. San Antonio has added nearly eight million dollars' worth of new school buildings in the predominately Mexican-American Model Neighborhood.

6. Houston has pioneered a very practical continuation program for teenage mothers and has developed a unique area vocational school for teenage male dropouts.

7. Tulsa has developed a model "magnet school" to attract students into a multi-ethnic school environment.

8. Texarkana (Arkansas) has perhaps delved more deeply into all the ramifications surrounding school dropout than has any other district in the nation.

INNOVATIVE PROJECTS

There were innovative elements to many of the 150 projects. The ones mentioned here, while particularly impactful on their respective communities, are merely representative of what could be a more extended list.

1. Texarkana (Arkansas) IPI Kindergarten

   For two years the excellent IPI Kindergarten Program was supported by Title I and Model Cities funds. The University of Pittsburgh sent a special training staff to teach Texarkana teachers the fundamentals of Individually Prescribed Instruction, then rigidly supervised them as they taught five-year-olds with IPI techniques. As a result of the close monitoring, the University of Pittsburgh was able to use Texarkana as an experimental lab, test results of which validated important IPI research.

The project had State-wide impact. This demonstration and others like it had a salutary influence upon the Arkansas legislation which created State-supported kindergartens for all Arkansas children.

2. Little Rock COP Project

The Career Opportunities Program in Little Rock had an impact, not only on the MNA residents who received college instruction and teacher aide experience as a result of it, but also on the college instructors and administrations. After first isolating them as "special students," the colleges gradually integrated COP students into the mainstream of college life. As a result of the remarkable achievements of some of these disadvantaged but determined students, the colleges redefined their attitudes toward relevant curriculum, entrance requirements versus exit requirements, and intrinsic intelligence accompanying non-standard English.

3. Laredo's Martin Educational Project

The J. C. Martin, Jr. School is a highly

imaginative structuring of space. Wide malls replace traditional corridors and classrooms are octagonal, with each wall as important as every other one for display and work surfaces. The open-space concept is evident, and it inspires an open-mindedness that promotes creative learning.

The school is an integral part of a seven-and-a-half-acre complex which includes a community center and complete recreational facilities. In this way, school is presented to the child as just one more facet of the delight of discovery and experimentation. The Martin School offers a bright alternative to the battleship-gray atmosphere of earlier days in education.

4. Edinburg's Planned Educational Development

Edinburg devised and carried out an extensive umbrella plan that included an Adult Basic Education Program, After-School Recreation, Vocational Facility, an Enrichment Program that provided cultural activities for school

children, and an Individually Prescribed Instruction Project designed to elevate the reading, math, and spelling achievement of disadvantaged MNA elementary children.

The IPI Project was accurately considered to be greatly innovative and was introduced into the Edinburg system carefully. Difficulties were resolved in a pilot program in one school, with sufficient time and explanation to ease any apprehension felt by teachers or parents accustomed to more traditional teaching concepts. After the program had proved to be dramatically successful and the community had accepted it, IPI was introduced into the entire Edinburg school system.

During its first action year Edinburg made heavy investments of Model Cities money to its educational component, then gradually decreased this percentage as it moved into the second and third action years. Such a reduction was made possible because the District found other sources of Federal, State,

and local funds to continue successful programs. Edinburg became an exemplary Model City through its successful efforts to coordinate and consolidate disparate fundings and resources.

5. Houston's Gulf Coast Trade School

A consolidation of commitment and money from Model Cities, a school district, and a labor organization brought about the Gulf Coast Trade School. Boys who were high school dropouts came to a crumbling camp, formerly a Job Corps Center, long abandoned. In the classroom they learned a trade in the building industry. Then they went out and worked on their own buildings, tractors, electrical systems, etc., and learned by direct on-job experience. Academic classes were also part of the curriculum, at their option.

The State of Texas now recognizes the Gulf Coast Trade School as a licensed Area Vocational Center.

6. Albuquerque Library and Cultural Center

Some people might think it ludicrous to establish a library in a part of town where many residents have difficulty in reading and writing. Albuquerque decided those people were the ones who could most benefit from one.

The Library and Cultural Center places heavy emphasis on films and records, and a large part of its material is in Spanish. Classes are offered in activities such as dancing, pottery-making, weaving, a choral group, and guitar.

The Center, an abandoned grocery store, has become a favorite gathering place in the Model Neighborhood. Although many of their parents still are not proficient in English, the children of the *barrio* are growing up bilingual. Thanks to the Cultural Center, they can be comfortable in a world of books that does not hold itself aloof from their lifestyle, but encompasses it.

7. Tulsa's Carver Middle School

Tulsa renovated an outmoded school which had housed Black students only, and used it as a pilot program for integration. By initiating new multi-ethnic approaches to learning, this target area junior high school (dubbed the "Magnet School") is causing a marked decrease in the dropout rate.

One particularly innovative aspect of the Carver School is its Mini-Museum, a collection of painting, sculpture, jewelry, ceramics, graphics, etc., tracing the history of art and civilization with emphasis on contributions made by the black race. Students contribute to this museum. Other aspects include an ethnic music program, reading program, extended day program, summer school, School-Community agent, health education, and a job counseling program.

8. McAlester's Televised Instruction

Oklahoma has a state-wide network of microwave television transmission which permits people to take college courses by TV.

McAlester, which has no college, decided to take advantage of the system for its citizens by buying and installing the necessary equipment.

Students go to a special room at the McAlester Vo-Tech School where there is a videoscreen receiver and a number of talk-back phones by which students can interrupt the professor to ask questions or request clarification. Available are accredited graduate and undergraduate college courses, seminars and vocational training from various colleges throughout the state. Model Cities paid for 80% of the McAlester system.

RECOMMENDATIONS:

FUTURE HUD/OE INTERAGENCY AGREEMENT

As a result of five years' cooperative effort between HUD and OE, the Educational Component of Model Cities has been fruitful. It is doubtful that any Federal effort has ever been more successful in identifying specific community problems and marshaling local, State, and Federal resources, without regard for beaurocratic and departmental limitations.

Model Cities has achieved grants consolidation at the local level. HUD money has attracted funds from HEW, OEO, USDA, and various other Federal agencies. The Federal funds have been supplemented by State appropriations and all have been commingled at the local level into a comprehensive project budget adequate to cope with real educational problems identified and directed by local community leaders.

If Congress should pass the Better Communities Act, and the principle of revenue sharing makes funds available

to numerous cities in the Region, the following suggestions are offered in regard to the area of education:

1. Continue the HUD/OE Interagency Agreement with a transfer of funds to implement the OE portion of the agreement.

2. Designate a full-time Headquarters OE staff member to coordinate OE's National effort in support of the agreement.

3. Decentralize to the ten Regions the responsibility for implementing annual work plans under the agreement.

4. Concentrate most of the effort on developing strong organizational units in each State, with central leadership vested in the State Education Agencies and supporting roles involving Regional, HUD, and OE personnel. Continue to stress grants consolidation to merge appropriate OE categorical funds with HUD revenue sharing under BCA.

5. Rely on State leadership to tie in other sources of educational revenue available through State programs and local taxation.

6. Continue to advocate a voluntary commitment of 25% of any BCA allotment in support of locally identified and directed educational problems.

Finally, there will be a need for more persuasive leadership by both HUD and OE. Since local communities would receive their allotments with virtually no restrictions on how they are to be expended, educational projects

must compete not only with other social and welfare demands, but even with construction and public service projects such as sewage, paving, law enforcement, and fire protection. If the intangible long-term claims of community improvement through education are to fare equitably under the Better Communities Act, the educational component will need support from every facet of the educational community. The Regional Office of Education must take an important role in assuring every local community a strong advocacy on behalf of education.

SECTION II

SUCCESSFUL CONCEPTS AND PROCEDURES

COMMUNITY INVOLVEMENT

Educational Planning in Albuquerque: A Case History

When Albuquerque first heard of Model Cities it suddenly dawned on the City officials that their experience with federal programs had been minimal. In the early sixties they had begun to use federal housing funds and employment programs. The pressing need of the citizens prompted them to make an all-out effort to attract Model Cities dollars to their community.

As they prepared the initial application, they were determined to make Model Cities an integral part of the City government. They were equally committed to the principle of maximum citizen participation, especially from the target population.

They opted for a young, innovative staff. Initial planning was broad-based and thorough. Community needs were carefully assessed, and the literature

and experience of other cities were carefully examined. Finally the educational planners matched the proposed activities to the anticipated budget. They selected demonstration projects which offered maximum potential for contributing to the educational attainment of MNA citizens, and ultimately for attracting independent funding.

The planners determined to concentrate the Model Cities impact by restricting the size of the target area. While there were severally equally needy neighborhoods, the hard decision was made to focus the impact on a limited area in the heart of the city.

Initial staff emphasis was concentrated on careful planning and program implementation. During the first two action years a few well-chosen educational projects were launched and carefully nurtured to full fruition. Once the projects were fully operational, the Model Cities staff turned their attention away from programmatic concerns and concentrated primarily upon fiscal accountability during the third and fourth action years. As a consequence the City has excellent

financial records on the educational projects they have sponsored.

The staff has also vigorously pursued all sources of transitional funding. Their quest has been richly rewarded; every educational project which the City started in 1970 has now found a permanent sponsor and is no longer dependent upon Model Cities funds.

New Mexico Senator Pete Domenici, who was personally involved in the initial Model Cities effort in Albuquerque, recently observed, "No major media was ever critical of any Model Cities project in Albuquerque." After reflecting for a moment he added, "Getting the city ready for such a program is extremely important." It was the Senator's opinion that things had gone well for Albuquerque because of sound planning, wholesome citizen participation, good rapport and close cooperation with participating institutions (such as the Albuquerque Public Schools and the Community Council), and finally the total involvement of the City government.

ORGANIZATIONAL PROCEDURES

Below are three examples of Educational/Model Cities procedures which have proved successful in Region VI. One is representative of local organization and management of Model Cities, the second is indicative of State organization, and the third characterizes Regional coordination.

1. Houston CDA and LEA Procedures

   When it became apparent that a large portion of the inner city of Houston would be designated as a Model Neighborhood Community and would be eligible to receive millions of dollars in Model Cities funds for physical and social rehabilitation of the neighborhood, the educational community organized to get maximum benefit for the Model Neighborhood. The Houston Independent School District assigned a staff of capable people, under the direction of Miss Beatrice Smith, to coordinate all Model Cities projects. At the same time

the Director of Model Cities also made heavy commitment of staff and budget to educational projects. At a later date, to facilitate better coordination of the two staffs, Beatrice Smith was given a dual appointment as educational coordinator for both HISD and the CDA.

An extensive needs assessment was completed for the entire Model Neighborhood Area, from which a broad array of projects was identified, community leadership was solicited and involved on advisory councils, and financial commitment was made for the support of nearly a score of well-conceived educational projects. Exceptionally capable people were secured to direct most of the EMC projects, and where appropriate the staffs received able consultative services from local colleges and universities. Finally, the local educational leadership asked for and secured assistance from both the Texas Education Agency and the Regional Office of Education. This excellent team effort has paid high dividends in maintaining quality programs in Houston which will leave a visible

benefit in the target area long after Model Cities has terminated.

2. State Coordination of EMC in Texas

Since more than half of the Model Cities in Region VI were located in the State, the Texas Education Agency made an early decision to assign a full-time staff member to coordinate the educational components in Model Cities. As a result of this action, Texas projects had input into their planning process from three levels: local, State, and Federal. Funds available through the State programs were more frequently tied into project budgets. TEA personnel became deeply involved in monitoring the projects and ultimately developed a uniform review process which contributed significantly to the external evaluation of local projects. The TEA staff was fully involved in the MAP Review program at Houston.

3. Regional EMC Report

At the Regional level the educational component of Model Cities was under the able leadership of E. N. Dennard during the three

formative years of the program. He devoted full time to promotion of the program, critical evaluation of the educational components proposed in the first three action years for each of the sixteen cities, technical assistance in monitoring services to many of the local projects, and cultivation of a viable local, State, and Regional partnership in support of educational projects in Model Cities.

During the past two years the present coordinator, Harold A. Haswell, has worked toward institutionalizing the program and bringing it to an orderly termination or "phase-in" with HUD's new Community Development program.

TECHNICAL ASSISTANCE

The three areas examined below are technical assistance to funded projects, to institutions of higher education, and in proposal preparation.

1. Technical Assistance to Funded Projects

   Two examples that merit attention are the Tulsa Indian Education Conference and evaluation of the COP Project in Little Rock.

   Tulsa Indian Education Conference. This conference focused on the educational problems of the large urban Indian population in the immediate Tulsa area. James Frazier of Region VI, Office of Education staff represented the Region and provided information to the conferees on Parts A, B, and C of the Indian Education Act. He offered suggestions for planning and effecting projects within

established guidelines, including identification of responsible Washington Indian Education program directors.

Mr. Frazier reported that the conferees expressed dissatisfaction with the manner in which the Indian Education funds were being used at the local level. Indian leaders felt that the funds were not contributing to the alleviation of educational deficiencies of the Indian children, but rather were made a part of the general instructional budget supporting compensatory educational activities for children of all races. They were insistent that local schools should focus the expenditure of Indian Education funds for the direct benefit of legally designated Indian children.

Little Rock Evaluation of COP Project. One of the largest Model Cities projects in Little Rock has been a joint effort between the local school district and Model Cities to train interns for schools

in the Model Cities neighborhood through the Career Opportunities Program of OE. Most of the interns are residents of the central city. COP places the trainees in classrooms as teacher aides under a master teacher and at the same time supports the intern as a part-time student at one of the local colleges. Under such an arrangement many of the program participants have completed baccalaureate degrees and have qualified for certification as regular teachers.

The Regional OE/HUD coordinator has recently worked out a procedure whereby Little Rock COP Project can engage an outside educational consultant to study and evaluate the impact of the project on the Model Cities Neighborhood and the Little Rock School District.

2. Technical Assistance to Institutions of Higher Education

With two exceptions there are institutions of higher education in each of the sixteen Model Cities in Region VI. These institutions have worked closely

with the Model Cities community, especially in the area of educational planning. Two examples of such cooperation are cited below.

NTSU -- Graduate Study of Historic Files. Dr. John Curry, Director of Educational Research at North Texas State University, has obtained permission for his institution to become a depository for the files of the Model Cities Educational Projects in Region VI. Dr. Curry and his students brought a pick-up truck to the Dallas Office of Education and removed several boxes containing the original proposals, the annual reports, and other pertinent data relating to more than 150 educational projects supported by the Region's Model Cities since the program's inception in 1969.

It is anticipated that several graduate students may develop masters or doctoral dissertations based upon the contents of the files. The Political Science Department at the University is also interested in the

materials from the point of view of the influence of Model Cities on intergovernmental coordination and cooperation.

Laredo-Texas A & I Service to COP Interns. Texas A & I is located at Kingsville, more than a hundred miles from Laredo. During the past year our Regional office has provided technical assistance in getting a branch campus in Laredo to offer educational courses needed by COP, Urban/Rural, and Teacher Corps interns in the Laredo area. This arrangement made it possible for the interns to continue their college training while serving as aides in the local schools.

3. Technical Assistance in Proposal Preparation

There have been many instances where the staff has provided technical assistance for the development of proposals to meet community needs and determine appropriate funding mechanisms. Because of travel limitations most of these services have been rendered by telephone or by mail. However, in the case of one project we have used the telephone, the mail,

and face to face negotiation in an effort to coordinate potential funding possibilities.

Texarkana Dropout Prevention Proposal. This project was one of the first educational activities sponsored by Model Cities in Region VI. More than two million dollars of Federal funds have gone into the project since its inception of July 1, 1969. A third of this support has been channeled through the Model Cities program. From the beginning the project attracted nationwide attention as one of the first major demonstrations of the application of "performance contracting" in the area of education. After the second program year the school district decided to operate the project without the assistance of an outside contractor.

Until recent months the project staff anticipated a drastic cut in Model Cities support and zero funding under Title VIII ESEA for the next academic year. In April, Head-

quarters OE notified Region VI that a limited amount of Title VIII money would be available to the Region. Program personnel made the decision to continue Federal support of the Texarkana project at approximately 25% of last year's funding level.

The Regional Office has worked with the project staff in developing work plans, a continuation proposal, and an appropriate budget covering the next academic year. The major emphasis centers on ways to institutionalize the procedures developed over the past four years through expanded staff training and developmental activities. The district has also been encouraged to submit a companion proposal to Region VI under the Emergency School Aid Act to assist in the institutionalization process.

INTERAGENCY COORDINATION

When interagency coordination and cooperation were at their most effective, Model Cities greatly benefited from the synergistic effect. Two examples are given below.

1. RICC in San Antonio

In the formative years of Model Cities in Region VI, all the participating Federal agencies appointed representatives to a Regional Interagency Coordinating Committee (RICC). The RICC roster looked like a segment of the President's Cabinet. There were representatives from Housing and Urban Development (HUD); Health, Education and Welfare (HEW); the Department of Labor (DOL); the Office of Economic Opportunity (OEO); the Departments of Transportation (DOT), the Interior (DOI), and Justice (DOJ); the Small Business Administration; the Corps of Engineers; and the Federal Highway Administration. Often other federal agencies sent representatives to work on Task Force assignments.

RICC members reviewed proposals, selected candidate model cities, recommended certificates of compliance, approved Model Cities budgets, received quarterly progress reviews, and provided technical assistance and counsel where appropriate. During the first three Model Cities action years the RICC team was instrumental in helping resolve various local problems, secure a broader funding base, stimulate greater citizen participation at the local level, and provide impetus for improved project review and evaluation.

RICC assistance to the City of San Antonio as it began its second action year will serve as a good example of the committee's influence. The operational plan for the second action year was under consideration. San Antonio had sent a delegation to represent the Model Neighborhood citizens. Among other items of consideration was a request for a $4.5 million HUD grant to provide single-unit housing in the MNA.

RICC members felt the plan did not reflect adequate citizen participation. They also felt the evalua-

tion plan needed strengthening. The problems of malnutrition and drug addiction drew comments from representatives of HEW, HUD, and the Department of Agriculture. HEW and OEO also offered suggestions for improving Day Care service and Headstart programs in the MNA. It was reported that the Texas Education Agency was providing adult basic educational opportunities to Model Neighborhood residents, using U.S. Office of Education funds, and that a Manpower Development and Training Center was being jointly supported by DOL and HEW. When the question of flood control along the San Antonio River was raised by the Corps of Engineers, a representative of the Department of the Interior suggested that his agency would be interested in providing outdoor recreational facilities on the reclaimed land.

Ultimately the Committee decided there should be a delay in obligating funds which the City had proposed for a capital project in the second year until the housing component was acceptable. They also agreed to send the City a letter summarizing their concerns about the specific projects and offering suggestions for expanded funding.

As a result of this cooperative endeavor on the part of Federal, State, and local government to protect the interest of the Model Neighborhood, there were unprecedented achievements in the MNA. Blotted areas disappeared, replaced by quality low-income housing. Parks and schools were built. Nutritional and health needs were met. Adults were taught to read and given job training to upgrade their skills. Citizens in the Model Neighborhood were involved in identifying their problems and in finding solutions to them. People not only learned to respect one another but to work together for their common good.

2. MAP Reviews

Late in 1972 HUD and HEW agreed to jointly undertake multi-agency program reviews (MAP) in approximately twenty Model Cities across the nation. The objective of such reviews was to pre-examine the management and information techniques incorporated in educationally oriented projects of Model Cities. MAP Reviews did not attempt to

pass judgment upon the academic achievements of individual projects.

In Region VI two MAP Reviews were sponsored, one in Texarkana, Arkansas, and the other in Houston, Texas. Both the Reviews followed a structured format developed and field-tested with Model Cities projects by a management consultant firm.

The consultants developed instruments which were designed to assist the project staff to undertake a self-evaluation of their projects. These subjective materials were then reviewed by impartial evaluators as background material for an on-site review and staff critique by the evaluators.

The Review Team consisted of at least two experts for each project selected for review. The evaluators spent two days at each site interviewing project directors and staff, conferring with management personnel for both Model Cities and local educational agencies, and interviewing community representatives.

Each team made an oral report at a public meeting of key personnel representing the local school district, the mayor's office, the Model Cities staff, the local Board of Trustees, the local press, and the State Education Fund Agency.

Each evaluator was also required to submit a written report summarizing his findings. These were accumulated into a formal report printed and distributed jointly by HUD and HEW.

Approximately a year later, follow-up conferences were conducted by staff of the sponsoring agencies to assess the impact of the reviews upon the management of the project. The reviewers concurred that most of the projects were benefiting visibly from stronger administration. Vexing problems of cash flow had been resolved, management procedures were improved, and appropriate information about projects was being disseminated. The reviews verified that project staffs had taken recommendations seriously; most projects scored in the ninetieth percentile in carrying out recommendations made by MAP Review Teams.

DEVELOPMENT OF COMMUNICATION LINES

It is the intent of the authors that this report will help establish better channels of communication at both the national and regional levels.

1. National Communication Lines

A composite report on educational projects of Model Cities nationwide is being prepared by the Office of Education/HEW and published by the Department of Housing and Urban Development in Washington. Copies should be available from HUD by early fall, 1974.

An early draft of the section you are reading of this regional report was submitted as resource material for inclusion in the national report.

2. Regional Communication

At the regional level sixteen cities have enjoyed a unique five-year experience. Each city has

been virtually free to identify its own pressing educational problems, order its own priorities, and direct its own educational projects. As a consequence, no two have had the same experiences.

While the authors were preparing this manuscript, Congress enacted the Better Communities Act. Using the principle of revenue sharing, the new legislation will make funds available to many new cities in the Region. The act also extends the Model Cities program for a three-year period on the basis of gradual reduction in support.

Perhaps some of the experiences described in the next section of this publication can help establish channels of communication between existing Model Cities and other communities faced with similar educational proglems.

SECTION III

SIGNIFICANT PROJECTS
OF THE SIXTEEN MODEL CITIES

ALBUQUERQUE

Inventory of Significant Projects

LIBRARY MATERIALS AND CULTURAL CENTER

The Center houses a collection of multimedia educational and cultural materials in English and Spanish. It serves as a resource center for Model Cities projects and other agencies serving the Model Neighborhood Area. The project was begun in 1969 and is still operational.

For the first and second action years the City of Albuquerque supplied the funding, which amounted to $196,165 and $109,751. The third year Model Cities picked up the funding, expending $104,911 on the project. The expenditure for the fourth and fifth was $97,647 and $57,073, bringing the total to $565,547 for the five-year period. In May, 1974, the City of Albuquerque again assumed financial responsibility for the Center.

Each year the number of people using the library increases. Currently under consideration are plans for relocation and expansion of the Center.

This project is highlighted on page 52.

MNA SCHOLARSHIP PROJECT

The MNA Scholarship Project provides financial assistance to MNA students to attend the University of New Mexico, the University of Albuquerque, and the Technical-Vocational Institute for adult basic education at Albuquerque High School. The Fund is designed to increase the educational attainment level of Model Neighborhood Area residents.

Funding has been provided by HUD since 1969 when the project started. For the action years 1972-73 and

1973-74 the expenditure was $119,107. The Scholarship Fund is an effective means of raising the level of educational attainment. The project is currently being funded through revenue sharing.

A highlight of the MNA Scholarship is on page 58.

ENVIRONMENTAL AWARENESS

The Environmental Awareness project was designed to provide field trips and experiential learning for MNA children by exposing them to places of interest in the city outside their Model Neighborhood Area. It began in 1969 and lasted for three years, terminating because of lack of funds.

HUD and the Albuquerque Public School System supplied the funding, which totaled $118,861 for the three fiscal years. The effects of the program are not fully known, since it is difficult to measure precisely the impact such experiences may have on children.

DEMONSTRATION KINDERGARTEN

The Kindergarten makes a preschool experience available to at least 250 MNA children while it trains teacher aides. It provides school facilities, conducts kindergarten classes, offers health and counseling services, lunch, snacks, and transportation when needed.

The project began in 1969 and was funded by Model Cities and Albuquerque Public Schools. The funding by MC was $270,117 and by APS, $119,317, for a total of $389,434. The project has been a great success and is currently being funded completely by APS, using ESEA Title I monies.

PREGNANT TEEN AID PROGRAM YWCA

The Pregnant Teen Aid program provides an opportunity for teen-aged girls to continue their high school education after becoming pregnant. It offers child care classes and individual tutoring for each girl.

The program started in 1964 and was funded for two years by HUD ($19,045) and the YWCA ($7,126), a total of $26,171 for the first two years. Presently this program is being funded by the Albuquerque Public Schools.

ESPERANZA PARA NUESTROS NINOS

Esperanza para Nuestros Ninos is a non-profit organization interested in the education of mentally retarded children. MNA residents are involved in administration of the project directly through membership in Esperanza. Begun in 1969, it was funded for one year by Model Cities ($3,988) and by HEW ($10,901). Other grants were $1,926. Funding of the project has been provided by HEW since then.

Albuquerque Highlight

LIBRARY AND CULTURAL CENTER

In keeping with the philosophical concept of Model Cities, the Albuquerque Model Cities Library and Cultural Center was conceived for maximum involvement by MNA residents. The only taboo was the stolid, somber atmosphere so dear to the hearts of most librarians. One of the first fixtures was a sign over the door: NO SILENCE!

It is worth while to look at demographic facts about this Model Neighborhood Area. The total population is about 12,000, almost five per cent of Albuquerque's total. Eight out of ten are Spanish-surnamed, twelve per cent are black, two per cent Indian, and five per cent Anglo. Almost a third are relatively recent arrivals, mostly from rural New Mexico and therefore from relative rural poverty to grinding urban poverty. (In 1968, the first year of the project, the per capita income of the MNA was less than $1,000, compared to $3,000 in the city as a whole.)

Many adults in the area cannot read or write either Spanish or English with any real facility. There is a dropout rate of almost 70 per cent; by the time a youngster finishes eighth grade, he quits in despair.

In this desperately disadvantaged community, how could the residents become interested in anything as exotic as a book place? The main ammunition of the Model Cities library staff was an empathic understanding of the people's bone-deep need to be recognized, made a real part of the Center. What they did not need was more of the *Patron* largesse that characterized the only help they had ever experienced.

With the help of four trainees from the community, the staff ordered from any publishing house that offered books even remotely dealing with things they hoped would appeal to the people. The materials cover just about every conceivable taste and range from comic books and militant newspapers to ethnic classics and best sellers. There is heavy emphasis on paperbacks, films, and records.

No fines are assessed. Books are not catalogued, but rather arranged by area of interest. Anyone can take out materials by sijply writing down his name and address. Surprisingly little loss occurs, and when it does it is considered less important than the service rendered.

The Cultural Center is housed in an abandoned neighborhood store. The long low building sits well back from an intersection. Outside the parking area is a muraled wall 150 feet long, painted by neighborhood residents with guidance of artists from the nearby University campus. It's all there -- the dreams of the community, the needs, the despair and the hope, graphically portrayed. It is a pictorial statement that the cultural center was created to address the soul of the neighborhood.

Inside the building is a flurry of activity. In one corner is a group of mentally retarded children, sitting on the carpeted floor playing games with teenaged tutors. They are learning to communicate and to assume personal responsibility for certain fundamental behaviors.

Among bookcases on wheels, which serve as screens, are sheltered alcoves with small groups of children reading or being read to. Some groups are earnestly talking. Others are making life-size animals of papier-mache. The mood is self-expressive, with easy interaction.

At noon the bookcases are rolled back and tables are pushed together for a quick lunch, free to all who want to spend their day at the Center. After lunch the Center is transformed again into an educational media classroom; teenage staffers working under the supervision of two adult attendants have selected an educational film to show the children.

Mary Montani, the Center Director, enjoys telling about one of the young staff assistants. In her early teens Rosa had left home, quit school, and was wandering about the city, getting involved deeper and deeper into drugs and other illicit activities. One day she wandered into the cultural center. The staff put her to work. She flourished, demonstrated a natural leadership ability, and now is working regularly at

the Center and living back at home, a responsible and contributing member of the Community.

At the request of the Citizens Board, the Center offers MNA residents an opportunity for experiences they desperately want and can't get anywhere else. These projects, emphasizing the traditional Spanish-American background, have included puppet-making, cartooning/films, art, ceramics, a drama group, film workshops and festivals, woodworking, flamenco dancing, guitar, weaving, macrame, and a cultural choir.

Many of the techniques and approaches of the Model Cities Library Center have been tried in other cities as well, through Institutes on Library Services to Spanish-Speaking Americans offered through the Center. The project has had other impact outside the MNA. For example, the Chicano Studies program at the University of New Mexico has used lists of Chicano literature sources which the Library spent years amassing. The Library has influenced the rest of the Albuquerque Public Library system, which has stopped charging fines on overdue books and has started a film library.

In fact, one of the most significant effects of the Center might prove to be the reevaluation of timeworn library traditions. Innovations at the Library are:

- simplified circulation procedures, with attendant reduction in operational steps;
- non-cataloguing and classification of books;
- leased facilites vs. capital expenditures;
- early childhood learning awareness;
- emphasis on film programs;
- creation of a people-oriented environment;
- a high level of staff morale through recognition and encouragement of creative potential, involvement in the decision-making process, and relaxation of stringent rules.

The staff members intend to continue basic rethinking of all the traditional premises, rules, operations, and personnel training. The development of a formal program for planning and continuing research is one of their organizational priorities.

As was intended, the fresh air blowing through the halls of traditional library science has its greatest effect on the MNA residents, who are flocking to it in ever-increasing numbers, especially the children. Under the NO SILENCE! sign and throughout the Center they buzz and

clutter, as if to say, "This is ours. This is a place where we feel proud, where we belong."

Albuquerque Highlight

MNA SCHOLARSHIP PROJECT

Since its inception in December of 1969 the MNA Scholarship Project has been responsible for financial aid that enabled more than 600 Model Neighborhood high school graduates to attend institutions of higher learning. The project has also made tutorial and counseling services available to the scholarship recipients.

The following excerpt is from an essay by Martin Martinez, a Model Cities Agency Program Analyst, who was one of the early participants in Albuquerque's MNA Scholarship Program.

Almost five years have elapsed from the time I applied for and received scholarship assistance from the Albuquerque Model Cities Program to today. And as I look out of the 15th floor of the National Building here in downtown Albuquerque, I enjoy a unique vantage point.

...I can hardly believe my eyes. For, as you see, I come from the poverty areas of the South Valley which have been known collectively for the last six years as the Model Neighborhood Area -- the *barrios* and ghettos of the Duke City. My community is composed of approximately 12,000 residents with around 75% Chicano, 18% black, and the rest classified as other.

My father is a humble carpenter by trade and has only eight years of formal education. Notwithstanding the above, my parents have always inculcated the value of a good education to my two sisters and me. Of course, they could not afford to send me to the University other than providing a roof over my head and delicious Mexican food such as the traditional *frijoles con chile*, *tortillas*, *enchiladas*, etc. Fortunately, I was able to participate in the National Defense Student Loan Program at the University of New Mexico (UNM) and even managed to hold down almost a full-time job as a janitor for an insurance company on 10th and Tijeras.

In August of 1970, I was graduated from UNM with a Bachelor of Arts degree in Latin American Studies. ...My father had been encouraging me to apply at the Model Cities Program for over a year, so I finally decided that I ought to look into it. I put in my application and was interviewed for a couple of positions. Within a couple of weeks, I received a phone call telling me that I had been accepted for an Evaluator Analyst position in the Housing and Physical Improvements Component. ...After a year as an evaluator analyst I was promoted to a Program Analyst position, serving as a planner.

From a personal point of view, I have taken great pleasure in seeing my childhood neighbor-

hood drastically improved both in esthetic appearance and in overall safety. My area of South Broadway extending all the way down South Williams Street in the San Jose Area had experienced during the 50's and 60's great flooding problems due to poor drainage systems and increased housing development and paving in the Northeast Heights of the City. The run-off would inevitably find its way to our neighborhoods. Indeed our home on 1006 Commercial Street, S.E., right along the railroad tracks, had been hit by the floods at least three different times, almost completely demolishing our 80 year old house each time.

... Our family was fortunate in that the head of the household was a construction man who would "remodel" his home after each tragedy. Many of the other families were not as fortunate. We developed during our formative years of childhood what I call the "flood mentality." During the summer months, any time it would cloud up and indicate moisture, we would get our sand bags all neatly lined up across the driveway and back alley way. With shovel in hand, we would proceed to help our neighbors and they us in preparing for the torrential rains sure to flood many of our homes. There was always the cleaning up of mud and debris after each rain. Many of the *vecinos* (neighbors) would passively wonder, *"Por que' nos castiga el Tata Dios?"* (Why is God punishing us?)

When we first heard of Model Cities and NDP coming into our area with federal dollars in the late 60's, we thought it was just idle talk, politicians' lies, or what's worse, a conspiracy to take our land away. But when we started seeing the results of new freshly-paved streets and parks and housing programs such as the Section 115 Rehabilitation Grant and the 312 Loan we became ardent believers of the Great Society rhetoric.

... Maybe in the Fall of 1975, I will be successful in being admitted into Law School.

> The percentage of Chicano lawyers is far smaller than the corresponding number of Spanish-speaking citizens in this great land of ours.
>
> My personal objectives are high and it is good to remember that I am just one of many.
>
> Martin L. Martinez

When Mr. Martinez started in public school he spoke fluent Spanish, since it was the native language spoken in his grandparents' home and was extensively used in his own home. From the first day he was told by teachers conditioned to a monolingual school environment that the speaking of Spanish on school property was strictly forbidden. At recess there were teachers acting as monitors to prevent the children from talking to each other in Spanish while they played. Young Martin inferred that to be Spanish-speaking was to be inferior, and he refused to speak it even at home. Fortunately, an empathic Spanish teacher in college helped him get past his shame of the language and the Chicano culture, and a subsequent HEW grant enabled him to live and study in South America for nine months while he redefined his heritage for himself.

Martin Martinez's story is illustrative of the Model Cities concept becoming actualized. A boy from the *barrio* conditioned to a sense of shame and passivity, had an opportunity to broaden his view of the world and his part of it. His Model Neighborhood has benefited as a whole; he says in his essay,

> ... I have seen the channeling of millions of dollars into our several housing and paving projects...I have seen the relocation of hundreds of families and individuals from the South Barelas, South San Jose, John Marshall and South Broadway Association areas. ... I have seen neighborhood parks spring up all over the area and over a million dollars worth of street paving, storm sewers, sewer and water mains, public facility hook-ups, curb-and-gutter, driving pads, sidewalks, etc., etc.

When the older people in the *barrio* ask, "Why is God punishing us?", Martin Martinez can point out that now there are alternatives and opportunities that did not exist before. A spokesman for the *barrio*, a man who understands its problems and appreciates its people, is helping the Model Neighborhood translate its needs into solutions.

AUSTIN

Inventory of Significant Projects

CHILD DEVELOPMENT

Child Development provides day care for 395 pre-school children and custodial care for 108 children between the ages of six weeks and three years. In addition to its Title IV-A contract, the program administers a Head Start program through HEW funding.

The Title IV-A budget is prepared to serve 519 children, 503 entitled by the Department of Public Welfare, with 395 in centers and 108 in day homes.

The project will expire November 1, 1974. Model Cities has expended $242,000, with other sources providing a total of $840,000.

This project is highlighted on page 65.

CONTINUING EDUCATION

The Continuing Education project, administered by the Austin Independent School District, provides college and vocational grants to Model Neighborhood residents. More than fifty students will have benefited from this program before it expires this year. Model Cities funds expended on the project total $80,000.

COMMUNICATION SKILLS

Designed to provide instruction in communication skills for elementary children, the project increases the child's knowledge of basic concepts and increases reading skills. More than 2,000 children have been in the program.

Model Cities expenditures have been $169,000. The project will continue after MC funds expire on the 31st of August, 1974. Total funding by all sources has been $2,225,838. One outside report observed, "It might be one of the most exemplary in the Nation in the coordination and consolidation of funds from various sources in developing the unified services delivery system."

LIBRARY RESOURCE CENTER

The Library Resource Center is now under construction on East First Street in the Model Neighborhood. The Model Cities share of funding is $232,000.

The City of Austin will staff and stock the libary. It is anticipated that Adult Basic Education will be offered at the library for MNA residents.

Austin Highlight

CHILD INCORPORATED

If Mack had been a child of a tidy, comfortable suburb, his educated parents would have known to provide him with routine innoculation against polio. But Mack is a child of the *barrio*, where parents are preoccupied with earning one more week's living. The same complicated and subtle dynamics that crippled Mack physically might do worse damage to him socially, except for the intervention of experiences such as Child Incorporated, the operational name for Austin's Child Development Program.

There are two arms of Child Incorporated. One is pre-school day care in an educational setting for three- to five-year-olds. The other is custodial care for youngsters aged six weeks to three years, like Mack, in individual homes called Home Care Centers.

Mack spends his days with Mrs. Carrie Hernandez, playing with Dionne, Joe, and Lucky, who also are in her care. Mrs. Hernandez is paid $15 per child for a month of hot lunches

and two daily snacks, in addition to $50 per child for child care. The extra income is welcome. Besides, she likes to have children around.

Child Incorporated provides her with educational toys for the children to play with, including an imaginative assortment of blocks. Teaching counselors drop by to visit, sometimes having a Magic Circle session in which the children can express their feelings. A health counselor comes around to keep them caught up on innoculations; it's not too late to save Mack from a lot of other diseases.

In the larger Day Care Centers, qualified teachers supervise an educational program which includes planned lessons in bilingual education, reading and math readiness, arts, science concepts, social studies, and hygiene. There are field trips to acquaint the children with their community and to reinforce classroom lessons. Their hand-eye coordination and motor control are strengthened through organized physicial activites. Their psyches are nourished by empathic attention from their teachers.

As in the Home Care Centers, the children receive health and medical attention, including a complete physicial exam by a

licensed physician, all necessary immunizations, urinalysis, tuberculin test, vision and hearing tests, and hemoglobin testing where indicated. Dental care includes a complete examination, X-rays, a flouride treatment, and cleaning, as well as follow-up dental care for fillings and extractions.

Stringent health code requirements for licensing demand that Day Care Center kitchens, like Mrs. Hernandez's, be kept spotlessly clean. Nutritious hot lunches are accompanied by homemade bread baked daily. Meals are served family style, to give the children positive attitudes toward eating, sociability, table manners, and shared responsibility for setting and clearing the table.

Families of all children participating in Child Incorporated receive help in obtaining employment, training and education, legal aid, clothing, housing, food, medical and dental care. Parents in the Model Neighborhood make up the Parent Policy Advisory Board and are responsible for decision making, evaluating the total program, and enforcing policies and procedures. Parents are involved in fund-raising activities and also provide volunteer hours in the centers.

The Child Development Program is offered free to Model Cities residents who are working, seeking jobs, or enrolled in school

or in any type of training or vocational learning skills. There are 22 licensed and working units in all, with an administrative staff of six -- the Educational Director, Educational Supervisor, three consultants and a social worker. Operations are administered through a service contract between the Texas Department of Public Welfare and Model Cities. The Title IV-A budget is prepared to serve approximately 500 children.

Mack, with his leg braces, and Dionne, who has a withered leg, represent the 10% of children in the program who have physical handicaps. The administrators of Child Incorporated know that a crippled spirit is a far worse handicap than lameness, and they are dedicating their efforts to helping kids like Mack escape that kind of impediment.

EAGLE PASS

Inventory of Significant Projects

CONSTRUCTION OF SCHOOL FACILITIES

Austin School was constructed during the 1969-70 fiscal year and opened in January, 1971. It has enabled the district to serve over 750 students a year (93% Mexican-American, 7% Anglo) in a modern educational facility and has contributed to the closing of an outdated 1918 school. Model Cities funded the $508,000 cost of the school and its library, cafeteria, offices and furniture, helping a heavily burdened district to create a facility it would not otherwise have been able to build.

Other constructions include a high school cafeteria in 1970 ($169,089), the expansion of Graves and Benevides Heights Elementary Schools in 1972 ($275,400), and the Graves Elementary cafeteria in 1973 ($154,000). All these constructions were funded by Model Cities.

This project is highlighted on page 71.

SCHOOL BUSES

Two full-sized new school buses were purchased in the 1969-70 school year at a cost of $13,710. By providing transportation for students south of Main Street to the junior and senior high schools, the Model Cities buses increased school attendance, and, as a result, academic performance of the students in the targeted low-income areas.

OPEN SCHOOL LIBRARY

Several school libraries were opened in the 1969-70 school year, with a funding of $13,710. In the

1970-71 year the libraries were kept open after 4:00 in the afternoon, with tutors available. The funding for this period was $15,315. Both years the project was funded by Model Cities.

The project was terminated because of unfavorable attendance. Its effect was ultimately positive, however, since it helped the district to see that just opening a facility was not enough to assure its use.

BILINGUAL EDUCATION

The Bilingual Education program began in the 1970-71 school year, with funding of $15,741 by Model Cities. During the 1971-72 period the program was suspended, but it was refunded in 1972-73 by a Title VII grant ($55,000) and Model Cities ($-1,000). During the 1973-74 year Model Cities funded the program at a cost of $20,000.

EARLY CHILDHOOD AND ELEMENTARY DEVELOPMENT

This project provided for the addition of five classrooms to Graves Elementary School and the construction of Benavides Heights Elementary School. Total Model Cities expenditure for the program was $492,837.

EDUCATIONAL TESTING

During the 1972-73 year a series of tests was given to a sample of students at each elementary school, in the hope that remedial services could by set up. Test results have been used as support data for justifying new educational programs in the district. Model Cities expenditure for the project was $4,150.

Eagle Pass Highlight

SCHOOL CONSTRUCTION PROGRAM

Before the advent of Model Cities, Eagle Pass Independent School District was faced with a future of continuing financial misery, inadequacy of qualified staff, high dropout rate, low academic achievement, and extremely substandard physical facilities. The district was faced with having to build at least three new schools to handle overcrowding conditions and having to go further in debt to accomplish this.

Model Cities involvement has been largely of a capital improvement nature, to solve the basic need of facilities. The results have been dramatic. Needs that once interfered with the instructional process -- overcrowding, lack of heating and air conditioning, lack of hot meals for students, outdated quarters -- have been eliminated. Without Model Cities participation, students would still not have hot lunches and would still be housed in anachronistic wooden buildings.

There is increased parental pride in the schools. A prime example is the Benavides Heights Elementary School, located in one of the poorest *barrios* in the city. After the new school was built by Model Cities, the parent association became one of the most active in town. Meetings are conducted in Spanish and the group has grown to be a real decision-making body which represents the needs of the area.

The element of involvement by the Model Neighborhood residents has been felt by all segments of the community. The CDA Committee process by its nature included a cross-section of people, with the result that groups from middle-class and poverty areas work together with school officials to order priorities for Model Cities projects.

The school officials themselves have become more aware of and responsive to community needs, with the result that alienation between schools and the community has been lessened. The most dramatic example has been the use of English and Spanish as dual languages in school meetings, bringing into the process parents who would otherwise never have come.

One of the most significant byproducts of the Model Cities experience is a more positive school district attitude toward federal funding. Federal grants have expanded from $600,000 in 1971-72 to almost $1.4 million in 73-74. These grants have focused on the curriculum area. Model Cities officials and advisors were instrumental in encouraging the district to apply for other federal funds to supplement the physical seeds planted by the CDA.

Before Model Cities came on the scene in Eagle Pass there was a school deficit of almost $500,000. Now there are handsome new schools, vitalized involvement by the community in their children's school experience, a Bilingual-Bicultural Program serving more than 800 children, and a heightened quality of life for every kid in the Model Neighborhood.

As one official put it, "Quality education is an all-encompassing, relative word. For the affluent district it may mean offering enrichment physics classes, but around here it has to start with basics like enough room and a decent lunch. Model Cities is one of the best things that ever happened here."

EDINBURG

Inventory of Significant Projects

ADULT BASIC EDUCATION PROGRAM

This program provides regular adult basic education training to Edinburg residents seeking to improve their academic skills. In addition, the Model Cities effort has resulted in the expansion of the program to include GED and vocational instruction.

Model Cities share in this program amounted to $13,498 during the past three years. The adult basic education program will continue to operate without Model Cities assistance and with a possible expansion of the vocational program.

AFTER-SCHOOL RECREATION PROGRAM

As the name implies, this program provides recreational activities for school children and adult during the late afternoon and evening hours. Model Cities participation in the program has amounted to $17,992 during the past four years. It is being continued by MC.

THE ENRICHMENT PROGRAM

The Enrichment Program provides regular cultural activities for school age children in the Edinburg Consolidated Independent School District. In addition, Educational Expedition Scholarships have been provided during the past two years for talented MNA youths.

Model Cities share of the program has been $5,326 through March of 1974. It is being continued by Model Cities.

THE VOCATIONAL FACILITY

This program is a capital improvements project that provides vocational training facilities for school children and adults. Model Cities is still carrying the program. Costs to MC through March of 1974 have been $362,012.

THE IPI DEMONSTRATION PROJECT

The Individually Prescribed Instruction Project is designed to have a significant impact on the reading, math, and spelling achievement of elementary students from a low socioeconomic segment of the population. It began in 1972 and is continuing with full funding by the Edinburg Consolidated Independent School District. Model Cities expenditure from 1972 to 1974 was $114,918.

This project is highlighted on page 77.

MULTI-PURPOSE EDUCATIONAL FACILITY

The MPE Facility serves as both a junior high school and an adult training center. This First Action Year project was built at a cost of $1,248,956. Model Cities share through March 28, 1974, was $1,004,825. Through this project the Edinburg School District has increased its physical facilities by 30 classrooms, one cafeteria, one library, three counselor's offices, and three principal's offices.

EQUIPMENT AND SUPPLY PROGRAM

This program provided necessary equipment and supplies for the Multi-Purpose Education Facility. Model Cities costs for the program were $264,357.

TEACHER AIDES PROGRAM

The Teacher Aides Program provided funds for the addition of 28 teacher aides to the staff of the ECISD. Model Cities share during the First Action Year amounted to $72,269.

PRESCHOOL PROGRAM

This was a twofold program allowing for the construction of three preschool classrooms and the implementation of a preschool program during the First Action Year. The total Model Cities share was $96,500. The preschool program is now a regular part of the Edinburg Consolidated Independent School District curriculum.

GUIDANCE PROGRAM

In the First Action Year the Guidance Program provided counseling services in the elementary schools. The Model Cities cost was $29,284.

SCHOLARSHIP FUND

This program provided scholarships to MNA youths attending Pan American University. Model Cities share in Action Year Two was $19,273.

COLLEGE LOAN PROGRAM

The College Loan Program provided loans for MNA students needing such assistance. This Third Action Year Program was funded by Model Cities at a cost of $5,917. It has not become a permanent loan fund at Pan American University.

Edinburg Highlight

IPI DEMONSTRATION PROJECT

Individually Prescribed Instruction (IPI) starts with the premise that all children learn at different rates and that mass-produced education, which does not take into account the essential uniqueness of each child, is neither empathic to his needs nor optimally effective in educating him.

As part of its Second Action Year program, the Edinburg Model Cities Agency contracted with the Edinburg Consolidated Independent School District for development of a project to implement IPI curriculum at Lincoln Elementary School. Administration of the project was the responsibility of the Edinburg School District, with monitoring conducted by the Model Cities Agency.

The project was designed to have a significant impact on the reading, math, and spelling achievement of children from a low socioeconomic segment of the population. Since this description fit most of the Lincoln students, the entire student body of approximately 500 was involved in the project. Through specially designed lesson plans, each student was

allowed to progress at his own rate according to his own capabilities. The IPI system allows individualized instruction through scientific evaluation of the individual educational needs of each student.

The Demonstration School project has been conducted for three consecutive years, with expansion of the project to all City schools currently in process. Funding has come from a variety of sources, so the complexity of the accounting system makes it difficult to arrive at a total cost for the program. Through March 1974 Model Cities had contributed $114,918. As the program was incorporated into the established school system, Model Cities money was used primarily for the purchase of materials and equipment.

Before and during the project, a concerted effort was made to involve residents of the community in project planning and decision making. PTA members and all other parents were made aware of the project and its goals and of the importance of parental involvement, through such media as slide shows, brochures, and letters. The Planning Council (citizen's participation organization) of the Model Cities Program was utilized for planning and monitoring of the project, and its members provided valuable input. In addition, a voluntary tutoring program for education majors was implemented

at Lincoln School to involve the community's university population in the IPI Demonstration School project.

One predictable problem which surfaced before implementation of the program and threatened its success was the natural resistance of some teachers to the innovative IPI method. However, as they became familiar with the curriculum through summer workshops and other training programs, their fears and misunderstandings were replaced with enthusiasm for the IPI program. The only other potential problem would have been the great initial cost of purchasing equipment for the project. Foresight and efficient financial planning prevented that problem from arising.

The goal for achievement rate of each student was one month of advancement for each month of instruction. Testing revealed that students were advancing at the rate of 1½ to two months of achievement per month of instruction. Every student in the program realized a measure of success.

Several agencies were used to measure progress and success in achieving goals. Pre- and post-testing was the evaluative tool used by the School District, as it was felt to be a direct measure of the project's main objective (impact of reading, math, and spelling achievement). Evaluation of the project

also was carried out by a team from Research for Better Schools, an independent consulting firm based in Philadelphia. The Texas Education Agency also conducted periodic evaluations of the project.

Impact of the IPI project was both immediate and long-lasting. Students immediately began to show higher rates of achievement under the new curriculum, and the individual freedom provided students with a sense of discovery and heightened interest. They were found to hold a higher self-image. Innate inquisitiveness and self-reliance had been developed by continued participation in the program, leaving students better prepared to assume a productive role in the traditional classroom.

The impact of the IPI project was so great that the Edinburg Consolidated Independent School District is not only assuming full funding, it is incorporating the IPI system into the curriculum of every school in the City.

Other communities faced with similar problems of low achievement in reading, math, and spelling by children from poor socioeconomic backgrounds would do well to

consider such a project. Procedure for implementing the program is recommended as follows: Introduce each aspect of the IPI curriculum gradually, first IPI math instruction, then reading, and finally spelling. Plan for the project so comprehensively and disseminate information so completely, that potential problems are eliminated before they take shape.

The IPI Demonstration School project in Edinburg has shown that effective planning, implementation, and evaluation of a sound program designed to meet a well-defined need can make a lasting impact on the community. After all the statisticians and test-evaluators have gone home, the best impact remains inside some Edinburg children who have had success experiences for the first time in their lives.

HOUSTON

Inventory of Significant Projects

YOUNG MOTHERS PROJECT

The Young Mothers Project began in April, 1971, under the supervision of Mrs. Minda Holliday. The purpose of the project was to keep pregnant teenaged girls in school during a time when they might have dropped out.

During the 1973-74 fiscal year, Model Cities expended $294,000 on this program. The Young Mothers Project is continuing under the Houston Independent School District. Currently there is a "Future Mothers" nine-week course being taught for credit.

This project is highlighted on page 85.

SPECIAL EDUCATION CENTER

The Special Education Center began in 1971 and is currently on an extension to December 1974. Its purpose is to provide counseling, health and educational services, facilities, and programs for children with special educational needs. Most children in the program return to their home schools after spending 6 to 24 months with the Center staff.

Model Cities funding during the 1973-74 fiscal year is $166,000.

MODEL SCHOOL

The Model School is a program designed to perfect and implement curricular innovations & new methods of teacher training and to deter failure in all areas of student development. The program began in June of 1972 under Model Cities and is continuing. For a three-year funding, Model Cities cost is $357,000 and local funding is $156,000.

DROPOUT PREVENTION

This project, which began in 1971, has the goal of decreasing the number of students dropping out before high school graduation. By providing an Ethnic Arts Center designed to increase creativity and sensitivity, the program has had considerable success in reaching these young people.

Model Cities expended $111,000 on this project in the 1973-74 fiscal year. The Ethnic Arts Center is now sponsored by Hope Development, a private non-profit organization.

COMPREHENSIVE SERVICES

The HISD uses Comprehensive Services as an umbrella devised to administer the various projects funded under Model Cities throughout Houston. It attends to budgetary and contractual documents required by HUD. Model Cities expended $62,000 during the 1973-74 fiscal year on the project. Comprehensive Services is to expire December 31, 1974.

FOLLOW-UP ADULT LEARNING CENTER

The Adult Learning Center began in 1971 under Model Cities. It provided individualized instruction in English as a second language, basic education, preparation for the General Education (GED) Test, and clerical training. MC expenditure for FY-74 is $104,668. The total MC funding for all four years is $232,668. For next year application is being made through TEA for state vocational education funds to continue the project.

THE GULF COAST TRADES CENTER

The Gulf Coast Trades Center is located 54 miles north of Houston. Its purpose is to remotivate boys between 14 and 18 years of age who have had trouble in school, dropped out, or been in trouble with the law. The Center has an accredited academic and vocational program designed to help school dropouts and delinquents to develop employable skills or to further their education. It has been funded by Model Cities,

the Law Enforcement Assistance Administration, and the Texas Criminal Justice Department.

This project is highlighted on page 88.

INDIVIDUALLY PRESCRIBED INSTRUCTION

The IPI project attempted to remediate academic problems of MNA children on an individual basis. It concentrated its efforts in the areas of Reading and math. The program was not considered sufficiently effective in either area and was not funded by MC after two years.

INEXPENSIVE REMEDIATION OF LEARNING DISABILITIES

The purpose was to decrease the number of MNA children enrolled in Special Education classes. It was designed to demonstrate that learning disabilities could be promptly remediated if sound psychological instruments were used and if the remediation program was based on well-established principles of learning and memory.

COMMUNITY UTILIZATION OF SCHOOLS

This project made it possible for MNA residents to utilize, without cost, the physical facilities and services of the public schools. It was designed to serve approxinately 13,000 participants per month.

CHILD DEVELOPMENT

Child Development provides early learning experiences for 340 disadvantaged and culturally deprived MNA preschoolers, ages three through five. It also provides a health and nutrition program. Total cost for the program has been approximately $398,000, mostly funded by Model Cities.

Houston Highlight

YOUNG MOTHERS PROJECT

Before the advent of the Young Mothers Project, there were limited choices for the disadvantaged pregnant girl who decided against abortion. She could enter into a hasty, immature marriage and/or drop out of sight and out of school. Six months is a long time to miss classes; usually she never came back.

Now she has another option. The Young Mothers Project is a school for pregnant teenagers. Its primary purpose is to keep the girls in school, and its very positive ancillary effect is to provide emotional and physical support at a time when it is desperately needed.

Every girl is taken from the point at which she left public school and is given instruction tailored to her academic needs. If her class in "regular" school is studying Australian marsupials this week, so is she. Because of the smaller classes and the flexible, re-

sponsive teaching she experiences at the Project, she makes stunning progress while enrolled in the program.

She can take a nine-week accredited health course designed for "future mothers" which is supplemented with a Lamaze childbirth exercise course, all of which helps her prepare physically and mentally for having and caring for her baby. The same girl who had only a hazy idea of how pregnancy occurs is now knowledgeable about the process of childbirth, the physiology of her own and her infant's bodies, and the needs of her baby after he is born. The health course also has a section on Parental Responsibility and Family Planning.

The school's curriculum offers standard junior and senior high school courses, including art, business skills, remedial reading, and sociology. Many resource people from the community are called in to supplement the teaching by the staff.

There are still problems to be worked out. A vocational counselor is needed to help students with job placement and career counseling, so they can adequately care for their new and added responsibility without having to

resort to welfare. There is an increasing need for an infant-care facility; it is a bitter irony that some girls are still not able to return to school because they have no place they can leave their babies for seven hours.

Obviously, the Young Mothers Project is not a panacea. Many of the girls have deep-seated emotional problems which require more help than the program can offer. The sociolog cal conditions the student has experienced from birth is still waiting for her after her own child is born.

With all these problems, the program is still a hopeful, positive experience that has touched the lives of more than a thousand young girls in the Houston area. The need has definitely been established. With more resources and a permanent facility, the program should in the long run save the taxpayers many dollars and save the integrity and self-worth of many Houston-area girls who otherwise might not have a productive and meaningful life.

Houston Highlight

GULF COAST TRADES CENTER

That "What's the use?" feeling that started when he was just a kid can take hold of a boy's whole being by the time he is fifteen. Everything he has ever known -- school, street, home -- has totaled up to a stacked deck. Maybe he can't win, but he doesn't have anything to lose. At least, that's the way life looks from where he is standing. He drops out of school, or gets in with the wrong group and starts those minor skirmishes wit[illegible]he law that may escalate him, ultimately, into rea[illegible]ble.

Some Houston-area union leaders and represent[illegible] from federal agencies and local private youth-serving bureaus decided in 1970 that there ought to be a way to help boys with this life-view. With the Gulf Coast Building Trades Council (AFL-CIO) as sponsor, the Gulf Coast Trades Center was born.

What the boys who go there need most is the knowledge that they can control their own destinies. To accomplish

this, the planning group decided to locate the Center outside the ghetto or *barrio* environment, so the kids could get a little breathing room while they discovered their own capabilities. The place they chose is fifty miles north of Houston, in the heart of the Sam Houston National Forest near New Waverly. The facility used to be a Job Corps installation; it had been deserted for years before the Center came.

The goal of the Gulf Coast Trades Center is to remotivate boys between fourteen and eighteen years of age toward academic achievements, toward their becoming responsible and autonomous by improving their self-image and attitude, and thus their behavior. There is a fully accredited academic and vocational program that gives the boys a chance to find and develop meaningful, employable skills and to get caught up academically, so they can slip comfortably back into their local school districts after they leave the Center, if they wish. The teachers are fully accredited by the Texas Education Agency. In academic subjects the student-teacher ratio is ten to one; in vocational classes it is five to one. All the vocational teachers have spent many years working in their respective trades on construction jobs, and all have teaching certificates.

There are no guards and no fences, because the Center is not a juvenile detention facility -- it is a learning center. Besides the academic and vocational instruction a boy receives, he is constantly reinforced for positive behavior. Through a point system (behavior modification system of tokens) he works toward the earning of points for the purchase of special privileges, trips to special events, and other things which he deems important. In this way he learns that he can make things happen on his own behalf, that he can get what he wants in life by working for it. There are also campus work assignments for which he is responsible, reinforcing the need for contributing to the well-being of the whole group.

The boys at the Center receive clothes and educational and vocational supplies. They get a complete array of health services, including medical, optical, and dental care. There is a recreation program that encourages participation in a variety of sports. There are field trips to cultural, sports and other events in the surrounding areas. Counseling is provided, both formal and informal. A Chaplain is available to the boys for discussion of any problems they are

having. They are actively involved in campus government set up by them under the direction of academic teachers and counselors.

All 14- to 18-year-old boys from a 13-county area are eligible for consideration for acceptance at the Center. (The ethnic and/or racial composition of the group is directly comparable to that of the immediate area's population breakdown.) After submitting his application, each boy goes before a screening committee which determines whether he can benefit from the program. The screening committee receives referrals from county judges, county juvenile probation departments, school districts, and other agencies in counties that work with juveniles.

According to a questionnaire filled out by the first 209 boys to attend the Center, 93% felt their lives had been changed substantially by the experience. The response that appeared most often was to the effect that, "I was headed for trouble until I went there ... now I think I'm straightened out." Almost 90% said that the Center had at least helped them "get their heads together."

At the Gulf Coast Trades Center the boys have an opportunity to learn a lot of different things. They can have a positive classroom experience to help them get back into school, if that is what they want. They can receive expert instruction in a number of trades: painting, plumbing, lathing, plastering, roofing, labor, cement finishing, operating engineering, iron working, carpentry, cooking, electricity, welding, and bricklaying.

Most important, they can learn to take responsibility for their own lives.

LAREDO

Inventory of Significant Projects

J. C. MARTIN, JR. EDUCATION PROJECT

The Martin Project had the double effect of creating an innovative, open-concept school while relocating Model Neighborhood residents to a higher quality of housing.

Approximately $500,000 was spent in relocating MNA families from the proposed site for the Complex. An additional $750,000 was the cost of design and construction of the physical facility. This total cost of $1,250,000 was funded by Model Cities ($900,000) and the Laredo Independent School District ($350,000).

Details of the project are highlighted on page 97.

BREAKFAST PROGRAM

A primary consideration by Model Cities staff during planning was the prevalent inadequate diet in the MNA's poverty-stricken homes and the fact of the children's often nutritionless mornings. From this concern the Breakfast Program evolved. As its primary objective, the project provided a well-balanced breakfast to MNA children in an attempt to assist them in improving their scholastic efforts.

Model Cities funding totaled $13,000, with the LISD contributing $15,000 and the United States Department of Agriculture supplying the food.

The goal of serving 500 children daily was quickly surpassed. During the first year the program served over 1,200 children daily, and by its third year it was providing over 3,000 daily breakfasts.

Immediate impact was evidenced by the first year's students' increased school attendance of 11% over the previous year and by their changed attitude and their readiness to learn. Grades improved notably and failures decreased.

The Breakfast Program has now been institutionalized into the Laredo Independent School District.

DAY CARE PROGRAM

The Laredo Model Cities Day Care Project differs from the usual such program in that the preschool children who attend are almost unanimously Spanish-speaking, with no basic knowledge of the English language. Therefore, the program specifically addresses itself to teaching the children language skills that make their entry into the public school system more comfortable. At full capacity the program cares for 210 Model Neighborhood children, ages three to five, at seven neighborhood centers.

The program has immensely assisted MNA parents to obtain employment. At the beginning of the project there were 35 mothers bringing their children; in three years, the number of working mothers had risen to 117.

The project also provides the community a place where social interaction can flourish. The Policy Advisory Committee operates primarily with parents of Day Care children. Parent involvement continues to increase.

Model Cities funding has totaled $109,000, with 70% additional funds ($246,000) from the State Department of Public Welfare through Title IV-A, for a total of $355,000.

VOCATIONAL SKILLS CENTER

One of the primary reasons for the MNA's dilapidated condition and overall low economic status is the high rate of unemployment and underemployment that exists in the target area. More than a third of the 3,000 potential heads of MNA households need vocational skills training.

Located on the campus of Laredo Junior College, the Center represents an investment of $948,000 to provide this type of education. The Model Cities share of $100,000 is supplemented by funds from the Texas Education Agency.

TRAINEE STIPENDS PROJECT

The project was designed to upgrade and train MNA residents in marketable skills and to increase their employability while providing them with a stipend during training. The program later included on-job training and Adult Basic Education. Model Cities provided $128,000 and Laredo Junior College, $76,000, for a total of $204,000.

BRUNI SCHOOL PROJECT

The primary objective of this project was to provide better accommodations and an environment which would be highly conducive to learning, by renovating the delapidated 49-year-old Bruni Elementary School and constructing eight additional classrooms. The principal recipients of the project were the 950 elementary Model Neighborhood children, grades one through six, who are now in the upgraded facility.

The total cost of the project was $290,000. Model Cities funds for the project totaled $250,000 and the Laredo Independent School District contributed $40,000.

The Bruni School Project is listed as a continuing effort for the LISD Master Plan for redeveloping portions of the MNA and providing much-needed educational facilities for the children.

This project created 48 new jobs during its construction phase, thus assisting in alleviating the high rate of unemployment in the Model Neighborhood Area.

Laredo Highlight

J. C. MARTIN, JR. EDUCATIONAL COMPLEX

Just a list of the components of the 7½-acre J. C. Martin, Jr. Educational Complex is impressive. A community center with varied and diverse uses. A 2500-square-foot roofed pavilion for use as a shaded recreation space. Covered walkways, an open playground, wooded picnic areas, and protective fencing to keep children away from the railroad tracks to the south and the creek to the west. Sports activities from shuffleboard to tennis, volleyball and basketball. Bicycle paths meandering through the park. Most important of all, the modern J. C. Martin, Jr. Elementary School, a marvel of innovative design.

The concept of open space that characterizes the whole project is evident in the design of the school. In lieu of the conventional school plan of a hall lined with classrooms, the L.I.S.D. Administration chose a method of circulating students through a series of malls or "commons" areas which can be used for exhibitions,

group teaching or demonstrations. From these commons areas octangular-shaped teaching areas are clustered. The eight-sided classrooms give the teacher more exposed wall surface to teach from and maximum exposure to the students. The "boy on the last seat of the back row" problem is obviated.

The Neighborhood Facility, adjacent to the school, is designed to provide services for MN residents, including Adult and Continuing Education classes, Migrant Education services, services from the Texas Commission for the Blind, the Texas Rehabilitation Commissioner, the Laredo-Webb County Health Department, and the Mental Health and Mental Retardation office. The facility is used according to the needs of the neighborhood, with counseling on relocation or housing rehabilitation activities offered. Recreational and public meetings, youth organizations, and other interested neighborhood groups are encouraged to use the facility.

Far-sighted design paid off in more ways that just the convenience and flexibility of the school. Both buildings -- which are completely heated and air/conditioned with fireproof construction and masonry exteriors --

cost $15.61 per square foot. The national average for school construction cost per square foot is more than $28.00.

In those fascinating, eight-sided classrooms there is a program of differentiated learning that provides opportunity for each child to learn. In kindergarten, for example, there are two major areas of emphasis: child growth and development, and language development. Emphasis on effective communication is visible again in the Language Arts program, in which first, second, and third graders who need remedial reading instruction get it on a one-to-one ratio by clinic teachers, assisted by aides and directed by a reading specialist from Texas A & I University.

A departmentalized structure exists in Grades 4, 5, and 6, in which efforts are made to provide students with improved communication skills. Through special diagnostic testing, students' strengths and weaknesses are assessed, and individualized prescriptive programs are used to help improve language skills, especially reading.

Still in the area of communication, the goal of the Cultural-Spanish Program is to teach the students to speak, read, and write correctly the Spanish language and to learn to appreciate their cultural heritage. Through their participation in activities of related units, arts, declamation, folkloric dancing and singing, and guitar, the students are provided with insight into their own values and behavior patterns as children of bi-cultural Laredo, as well as the overall American scene.

The individualized math program uses the Continuous Progress Laboratory (CPL) to meet the particular needs of every student through self-directing material that lets each child perform independently much of the time. The CPL Management System allows teachers to work with students individually or in small groups, use multi-media and multi-level material, and allow students to begin working at a level where they can succeed.

Perhaps that is the whole key to the Martin Complex -- an atmosphere in which the child himself is important. Instead of squashing the child to fit the facility, Laredo has a facility and instructional program designed to meet the needs of the child.

LAWTON

Inventory of Significant Projects

TEACHER AIDES

The program employs eleven teacher aides to work in the four Model Neighborhood schools. The project is designed to relieve the classroom teacher of some of the routine administrative duties, enabling the teacher to spend more time with the students.

The Teacher Aide program has been ongoing since Lawton's first Action Year in 1970. It has been gradually decreased and is due to phase out September 1, 1974, if no further funding materializes. Model Cities expenditures for the program have totaled $171,651.

ADULT BASIC EDUCATION OUTREACH WORKERS

Four MNA residents made more than 2000 home visits for the purpose of increasing enrollment in the Adult Basic Education classes.

The program was a success two ways. First, the enrollment jumped 725% over a two-year period, from an average of 15 to 109 Model Neighborhood people in the classes. Second, the Outreach Workers were encouraged to enroll in Cameron College Preparatory classes or to complete high school equivalency requirements. Three entered the prep classes and one enrolled in night classes to review for the GED test.

Because of a reduction of funding, this project was terminated after its second year.

INTENSIFIED COUNSELING

The program uses contract professionals as secondary school counselors and elementary visiting teachers. Since its inception in 1970, Intensified Counseling has helped more than 8000 students with diverse problems, and has received $407,588 in Model Cities funds.

Further details of the Intensified Counseling program are highlighted on page 103.

LEARNING DISABILITIES PROGRAM

The problem of learning disabilities in students was identified as being one of the major concerns of the Lawton Public Schools. Beginning in 1971-72 with training for ten MNA elementary teachers, through scholarships to the Institute on Learning Disabilities and Early Child Development, the project progressed to achieve remarkable accomplishments. The original ten trained 71 more teachers, who in turn were able to screen 1,774 students for learning disabilities.

As a result of the Learning Disabilities Program, the Lawton Public Schools now has L. D. classes and teachers available to all students in the school system.

Model Cities funding totaled almost $30,000 for 1971-72 and 72-73. The Learning Disabilities Program has been picked up by Lawton Public Schools totally.

CONTINUING EDUCATION

The Continuing Education Program provides full scholarship to Cameron College for approximately thirty Model Neighborhood residents. Total Model Cities funding for the program has been $119,538.

Lawton Highlight

INTENSIFIED COUNSELING

From the beginning of the Model Cities program in Lawton, the Intensified Counseling program has been an important part of the overall MC concept. Over 8000 students have been aided in finding solutions to problems affecting their successful adjustment to life and its complexities.

Students were provided career and occupational information, academic counseling, and help with problems of social adjustment. Youngsters who had dropped out of school were contacted and, in many instances, ended up returning to the classroom. Counselors often acted in a liaison capacity. In fact, one counselor was designated the Liaison Specialist, a specific connection between the school, the drop-out, and his parents.

Evaluation has disclosed that many Model Neighborhood residents benefited from the Intensified Counseling program. MNA parents were apprised of educational

programs offered by various agencies in the community. Student, school, parent problems were solved, with resultant better communication and understanding.

The program provided a mechanism to improve the employment prospects of MNA residents, both adult and student, in school and out. The inevitable result has been widening the options for Model Neighborhood people and consequently improving their present and future income levels and self-esteem.

LITTLE ROCK

Inventory of Significant Projects

ADULT EDUCATION

This program provided Adult Basic Education classes and preparation for General Equivalency Diploma Tests. Courses were offered annually, beginning in September 1971. For the three years of its duration the program cost approximately $22,000 of Model Cities' funds.

CAREER OPPORTUNITIES PROGRAM

The purpose of the COP program was to provide teacher aides for schools in low-income areas and to train as teachers people from those areas. The program began in July of 1970 and is still in effect. Model Cities has paid the stipends of 45 participants at a total cost of $306,629.

A detailed account of the COP program is highlighted on page 107.

PRESCHOOL EDUCATION

The Preschool Education program provided day care and early childhood education for 988 children, aged three to five, between September 1970 and the present time. Many staff members hold Master's degrees in Early Childhood Development.

As a result of their experience in Preschool Education, the children had significantly higher scores in readiness tests as they entered public schools.

Model Cities funding totaled $350,807.

HEALTH SCIENCES PROJECT

This program, which began in January of 1972, provided training in occupational therapy and other health sciences occupations. Ten students from the Model Neighborhood Area were trained at a total cost of $64,225 of Model Cities funds.

HOME EDUCATORS PROJECT

Beginning in September of 1971, five Model Neighborhood residents with special training helped families of troubled children by providing informal instruction in child nurture and home management. The outlay of $29,935 in Model Cities funds (matched by approximately three times that amount in grants from the National Institute of Mental Health) benefited about 500 individuals.

SCHOLARSHIP LOAN AND GRANT FUND

The project began August 1971 and ended June 1973. It provided loans for higher education expenses and a small number of income replacement grants. An outlay of $102,500 in Model Cities funds benefited 124 students.

Little Rock Highlight

CAREER OPPORTUNITIES PROGRAM

The Career Opportunities Program offers Model Neighborhood residents a chance to work toward a college degree while earning salaries as Teacher Aides in the MNA elementary schools. The advantages to the Model Neighborhood are obvious. Disadvantaged MNA people find new career opportunities, and the MNA children have teachers who are tuned in to their world, their needs, their frustrations.

Actually, there were five primary objectives of the Little Rock COP program:

(1) To give Model Cities Area people a chance to pursue a teaching career.

(2) To improve the quality of elementary education in the Model Neighborhood.

(3) To provide a teacher training model that emphasizes the importance of viewing classroom activities and community-school relationships from the perspective of the disadvantaged child and his parents.

(4) To help school, departments of education, institutions of higher learnings, and the community to redefine and act upon the way personnel are used in the schools.

(5) To help the schools establish those patterns of progression of responsibilities and relationships that are needed to attract and keep the best people available.

Since its inception in 1970, the Little Rock COP program has had 118 participants. The age range has been from nineteen to fifty-eight, with a median age of twenty-four. Ninety percent of the participants are Black and ten percent White. All have expressed an interest in pursuing careers in elementary education.

COP participants are selected from referrals by cooperating agencies. So-called "high risk" people -- those who have demonstrated an unstable employment record due to unfinished high school education, court records, etc. -- are eligible. The participant is given assistance from the project staff, principal, and supervising teachers. He is registered for his college courses, and his on-job assignment is scheduled with them in mind. Team leaders provide ongoing supervision in school assignment and guidance in overcoming any difficulties with college work. If the participant wants it, he can get individual tutoring or counseling. When he has satisfactorily proceeded through the career

lattice and become a graduate, he is helped in finding employment as an elementary teacher.

During 1973 an impact study was conducted by the staff of Educators Consulting Services, Inc., of Conway, Arkansas. In addition, annual evaluations have been made by the project staff, with the assistance of Model Cities. Here are some of their findings.

The most direct and immediate impact of the project has been on the COP participants. 35 have completed all requirements for a bachelor's degree in elementary education, 41 are still in the program, with 18 scheduled for graduation in August 1974. 12 of the remaining 23 are expected to graduate before June 1975. (Since it is anticipated that the present project funding will expire in 1975, no new participants were accepted for 1974-75). Since the program began in 1970, 42 participants have left before completing the program, ten were employed as elementary teachers during 1973-74, and 16 more will be teachers during the 1974-75 school year. Four graduates are now employed in industry.

The participants' mean income has risen from a pre-COP $3,299 to at least $6,000, with one person receiving more than $12,000. In addition, their self-esteem has improved dramatically, they have broadened the range of people with whom they can communicate, and they have a greatly improved outlook for the future.

Less measurable but just as far-reaching is COP's impact on the colleges involved. COP stimulated curriculum changes, initiated more modern techniques in teaching, and widened the college staff's outlook on education for teachers. Even negative response had a positive sidelight, as it illuminated prejudice of some institutions against providing programs for minority students from low socioeconomic backgrounds.

The COP participants had a hard time at first. They were in "sheltered" classes that maximized their psychological distance from other college students, which resulted initially in their negative self-image and in condescension from their professors. As they were gradually integrated into regular college classes, however, the negative relationship between the instructors and the COP participants became a thing of the

past, especially as individual CCP people demonstrated a high degree of motivation and the ability to compete with other students.

The Little Rock COP program has taught some lessons for the future. Instead of emphasizing a goal of college degrees and teaching certificates for every participant, goals should be set in accordance with capabilities, with continuous reviewing for adjustment. Initial emphasis should be placed on completing requirements for aides and assistant teachers. This would allow those at each level to experience a sense of achievement rather than failure.

Also, a more individualized program is needed to remediate basic academic skills for those participants who need this help. This program should be initiated early and continued to the point where the deficits have been eliminated or minimized to the extent that they can perform satisfactorily in the college classes.

One problem which has not yet been solved is the difficulty of securing reliable achievement data to arrive at positive conclusions about the impact of the project

on student achievement in the elementary schools. This difficulty is a result of the extensive shift in student population and reassignment of staff due to the district's desegregation efforts.

Besides the positive effect on the lives of the participants, the COP program may ultimately prove to have its greatest impact on the attitude of colleges toward the disadvantaged applicant. COP participants not only held their own with middle-class students, in many instances they proved to be superior students. The day may come when colleges will put major emphasis not on entrance requirements, but on exit requirements. Little Rock's COP program may have brought that day closer.

McALESTER

Inventory of Significant Projects

L'OUVERTURE SCHOOL PROJECT

Originally built as McAlester's black school, the L'Ouverture School was abandoned as the city integrated its school system. Model Cities funding of $130,000 helped convert the school to a central facility for primary grades (kindergarten and first).

A full account highlighting this project is to be found on page 116.

DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM (DEEP)

Cooperatively funded by the Oklahoma Economic Development Council, the McAlester Public School System, and Model Cities, DEEP was initiated to introduce basic economic concepts into the primary-level curricula. The project included instruction for local elementary teachers in economics, the methodology of introducing economics into the daily classroom, and the purchase of teaching aids for economics instruction.

The project was operated through the fourth action year of Model Cities. Its success was generally viewed as dependent on the willingness of the individual instructor to use the program in his daily classroom efforts, as participation in the project was largely voluntary.

DEMONSTRATION INTERMEDIATE SCHOOL

The Demonstration Intermediate School Project provided for the physical expansion of an elementary school located within the Model Neighborhood. Financed by a $76,300 MC Supplemental Grant and $63,250 from the McAlester Public School System, the project also provided for the purchase of a large amount of instructional equipment for the school.

The project is now being financed by the City of McAlester.

SPECIAL EDUCATION

The Special Education Project, which ran for three MC Action Years, was jointly funded by Model Cities and the local School District in all three years, except in the First Action Year when the state also contributed to the project.

The goal of Special Education was to upgrade the quality of the special instruction to 85 MH children. It also increased the number of classrooms in all grade levels. The project was deemed a tremendous success, with the local school system now responsible for all funding.

VOCATIONAL-TECHNICAL EDUCATION

The Vo-Tech project was funded through the first four years of the Model Cities Program. Model Cities supplemental grants totalling almost $500,000 were used for facility construction, equipment purchase and personnel costs.

TELEVISED INSTRUCTION

This project was designed to provide the citizenry of McAlester with access to accredited graduate and undergraduate college hours, seminars and vocational training from various colleges throughout

the state. The Vo-Tech School is the site for all the televised instruction classrooms at the present time.

The project has just finished one full year of operation and was termed very successful except for minor technical difficulties with receiving equipment. The project was funded 80% by Model Cities and 20% by the Kiamichi Area Vo-Tech School.

Televised instruction will continue indefinitely, but no more Model Cities funds are required to operate the project, as they were totally for equipment purchase.

McAlester Highlight

L'OUVERTURE SCHOOL PROJECT

Of the various educational projects funded through the McAlester Model Cities Experiment, the L'Ouverture School Project was possibly the most successful, for it classically fulfilled the Model Cities goals of local initiative and maximum utilization of local resources.

Constructed in 1952 as the city's black school, the L'Ouverture School building fell into disuse subsequent to integration of the local school system. When the Model Cities Program came into being, the public school administration realized it had an opportunity to make use of the relatively new facility while addressing two problems within the McAlester school system.

The first problem was an overcrowding situation within the city's elementary schools. After extensive planning among school administrators, educators, and members of the Model Cities Education Task

Force, the decision was made during the First Action Year to convert L'Ouverture into a primary school (kindergarten and first grade). That required a considerable amount of physical renovation, since the facility had originally been designed for students of all twelve grade levels. Model Cities supplemental monies, along with funds from the local school district, provided also for enlarging the school and buying needed educational equipment. Upon completion of the renovation/expansion activity, some three hundred kindergarten and first grade students were transferred to L'Ouverture, thus alleviating the cramped conditions that existed at other grade levels within the local elementary schools.

The second problem which local educators hoped to address through the L'Ouverture Project was one of under-achievement. A study of school data had revealed a high incidence of low achievement compared with state and national norms. School administrators embarked on a multi-faceted approach to the problem, with major emphasis on a radical reduction of the teacher/pupil ratio at the entering grade levels, in order to increase the degree of attention

each teacher could give to the individual student. It would also increase the likelihood of detecting learning disabilities and allow the instructor to help the child with proper remedial work during his early formative years. Once again Model Cities supplemental monies were used to provide the additional teachers and aides. Existing kindergarten and first grade teachers were all transferred to L'Ouverture. Additional staff members were hired, including a number of special education instructors and counselors.

Like most projects of a major innovative nature, the conceptual and actual conversion of L'Ouverture into a primary school was not accomplished without a certain degree of dissension among local residents. Certain members of the black community were opposed to using the facility for anything other than its original function. A number of parents were also opposed to the practice of "busing" which the use of a central primary facility entailed. However, once the project was under way, school officials soon noted a degree of parent-teacher involvement and cooperation which exceeded that of most other local schools.

It will be several years before a proper comparative analysis can be made of achievement levels of the L'Ouverture Project, but initial evaluations by local school officials have been favorable. Model Cities invested approximately $130,000 in the Project during its first four years. The local school district has now assumed full financial responsibility for the increased degree of specialized instruction which the Project entails. L'Ouverture is considered the best example of local planning, initiative and resource utilization to have been funded through the McAlester Model Cities Education Component.

NEW ORLEANS

Inventory of Significant Projects

HOME START

Home Start was designed to raise the level of school-related readiness of 1,200 MNA preschoolers by giving them instruction in their own homes, with the assistance of their families. Comparative results of test scores reveal that Home Starters scored significantly higher than did non-Home Starters on the Test of Basic Experience (General Concepts) Level K.

For FY-1974 the Model Cities budget for Home Start was $188,000. Total MC funding has been approximately half a million dollars. At this time the School Board has taken over the administration and funding of the Home Start program in two of its three areas.

This project is highlighted on page 123.

SUCCESS IN READING (Project SIR)

Project SIR was designed to bring reading success to MNA children who had experienced difficulty in basic communication skills. The program began in January of 1971 and ran for three and a half years.

Although the SIR project ended in June, 1974, it attained considerabe success, one measure of which is the number of its staff who have been absorbed into the public school system. The Orleans Parish School Board retained 74 SIR tutors, and eight of its resource teachers were picked up by Title I. In addition, the Program Facilitator for Parental Involvement was transferred to the Orleans Parish School Board. Therefore, certain elements of the project are being continued.

For FY-74 Model Cities budget for SIR totaled $460,000.

COMMUNITY SCHOOLS

The Community Schools project was designed to enable the public school system to continue development of an effective program of community education by establishing a positive relationship between the community and its schools. There are three sites operating, one in each Model Neighborhood area, with three Orleans Parish public schools serving as project facilities.

Over a period of four years the Community Schools project has provided services to an estimated 21,000 participants. Activities offered are educational and vocational in scope, in a ratio of 1:10. The program has also been a source of employment for Model Neighborhood residents, employing approximately 65% of its staff from the MNA's.

Model Cities funding of Community Schools for FY-74 was $191,000. The state has authorized funds in the amount of $200,000 for the next year's continuance of the Community Schools Project, administered through the Department of Continuing Education of the New Orleans public schools, with the Orleans Parish School Board providing the same amount of funds and support that it provided in FY-74.

DAY CARE CENTERS FOR THE MENTALLY RETARDED

For each of three years of operation, Day Care Centers for the Mentally Retarded employed approximately 22 people, with most of the staff recruited from the Model Neighborhood Area.

The project operated at three sites in the target areas and provided educational as well as medical and psychological services to nearly 110 mental retardates.

Total funding by Model Cities for the three years has been $289,290.

DESIRE COMMUNITY CENTER

The purpose of the Desire Community Center is to provide for a program to meet the recreational and leisure needs

of MNA residents. Additionally, the project offers education services in tutoring elementary school students through a Home Study Program.

All of the project's staff were employed from the MNA and have served approximately 1200 clients for each of three years of operation. Total MC funding has been $154,573.

New Orleans Highlight

HOME START

There are two aspects of the Home Start concept that make it unique. Not only does it take preschool readiness education directly to the Model Neighborhood homes, but the purveyors of the learning materials are the preschoolers' own parents and siblings, with supervision by paraprofessionals.

It is not a new idea. Rural teachers have traditionally had their older pupils help teach the lower grades, thereby instructing the younger students while reinforcing the knowledge of the older ones. Furthermore, there is impressive evidence that peer counselors are just as effective in the "helping" role as professional ones, and sometimes dramatically more so.

The project has two phases. Phase I includes Home Start aides visiting homes twice a week to teach children basic readiness skills. Parents observe the instruction, receive homework, and help the child prepare for the next visit of the Home Start aide. Phase II consists

of monthly meetings where materials and instructions are given to parents, so they can actively participate in the teaching of their children.

The idea is working. Comparative results of test scores of Home Starters and non-Home Starters reveal that Home Starters scored significantly higher on the Test of Basic Experience (General Concepts) Level K.

Until March of 1974 the New Orleans Model Cities Home Start Program operated programs in three areas of the city. Because of the excellence demonstrated by this program -- that is, the actual performance of Home Start children after they have entered the public schools, as compared with the performance in school of non-Home Starters -- the School Board has taken over the administration and funding of the Home Start Program in two of the three areas. The Lower Ninth Ward area is still existing under Model Cities funds. However, the Orleans Parish School Board agrees to a conditional future funding of the Lower Ninth Ward component if a Title I expansion plan is approved and funded.

This assumption by the OPSB is testimony not only to the effectiveness of the Home Start concept but also

to the confidence the program enjoys among educators. Involving the child's whole family in the learning process, while establishing personal relationships with them through regular visits, is a prime example of the Model Cities concept at work.

SAN ANTONIO

Inventory of Significant Projects

ADULT CONTINUING EDUCATION PROJECT

The project was operated totally by Model Cities for three years at a cost of $241,475. The number of Adult Continuing Education Classes was expanded from 75 to 115. The decentralized arrangement resulted in 4,112 adults enrolling in neighborhood classes, of which 87 received the GED, 27 obtained American Citizenship, and a large number advanced an average of two grade levels per year.

COUNSELING SERVICES PROJECT

The Counseling Services project operated all four years at a cost of $451,050 (78% Model Cities). Expanded counseling services in Model Neighborhood Area schools in both the San Antonio and Edgewood Independent School Districts increased the counselor/student ratio from 1:1,421 to 1:749.

EARLY CHILDHOOD EDUCATION PROJECT

Early Childhood Education operated two years in the San Antonio Independent School District, until State Minimum Foundation Kindergarten programs were implemented, and all four years in the Edgewood Independent School District. Total cost was $4,445,075 (47% Model Cities). A total of 3,096 economically disadvantaged and culturally deprived MNA 3- to 6-year-old preschool children were provided classroom instruction to develop motor skills, language skills, and cognitive skills. The curriculum was developed by Southwest Educational Development Laboratories of Austin for the Edgewood Independent School

District and was evaluated each year. Results of pre-test and post-test evaluations of children indicated general improvement among each age group to a level on par with other children in the City in the same age groups. (This project is highlighted on page 129.)

FREE SCHOOL LUNCH PROJECT

The project operated a portion of two years at a cost of $131,699, all borne by Model Cities. Free hot school lunches were provided to approximately 12,000 economically and culturally disadvantaged elementary and junior high school Model Neighborhood Area children, until the National Free School Lunch Program was implemented in schools in both MNA school districts.

FRIENDS SPECIAL SCHOOL PROJECT

Educational, residential, clinical, and social services were provided to 127 neglected dependent children, many from the Model Neighborhood Area, who were rejected by other agencies. Supplemental funds provided uninterrupted and expanded care despite the School's financial crisis, until permanent local funds were obtained. The project was operated by Model Cities for one year at a cost of $25,700.

RECREATIONAL EQUIPMENT PROJECT

Playground recreational equipment was purchased and installed at 18 San Antonio Independent School District elementary and junior high schools and at the new Edgewood Independent School District's Early Childhood Education Center. The project operated for one year at a cost of $43,574, all supplied by Model Cities.

SITES AND BUILDINGS PROJECT

The project operated all four years in both school districts at a cost of $9,082,148 (87% Model Cities). In

the Edgewood Independent School District, three new modern, air conditioned school buildings were constructed, including an elementary school, a junior high school, and an Early Childhood Education Center. In addition, ten rundown school buildings were renovated and additions of cafeterias, a vocational-tech building, and a co-curriculum building were constructed at ten schools.

In the San Antonio Independent School District, two new modern, air conditioned school buildings were built, including an elementary school and a junior high school. Also, one elementary school was expanded and renovated and additions were constructed at two junior high schools.

SCHOOL CAPITAL OUTLAY PROJECT

The project was operated by Model Cities for two years in the public school districts and one year in a parochial school in the Model Neighborhood Area at a cost of $637,823. Instructional equipment was purchased and installed in eight San Antonio Independent School District schools, seventeen Edgewood Independent School District schools, and Holy Cross High School.

SCHOLARSHIP GRANTS PROJECT

The project operated for two years at a cost of $225,563, all from Model Cities. An existing program was expanded to provide counseling staff, needs analysis, college entrance fees, and scholarship grants for needy students who could not pursue higher education without assistance. Scholarship grants totaling $170,386 were provided to 689 Model Neighborhood Area residents.

STAFF TRAINING PROJECT

The project operated under separate funding for two years at a total cost of $43,669, all MC funds. Professional training was provided for 16 San Antonio Independent School District teachers and 50 Edgewood ISD teachers and counselors who were certified in Early Childhood Education. Funding was included in the Early Childhood Education Project in Years 3 and 4.

San Antonio Highlight

EARLY CHILDHOOD EDUCATION

When a child comes from a background that is culturally different and economically deprived, society's deck is stacked against him from the start. As he grows older, he deviates farther and farther from middle norms on standardized intelligence tests, particularly the ones which require verbal facility. After a few years of struggling in the public schools, he often gives up in despair.

The Early Childhood Education Project of San Antonio's Edgewood School District was designed to help close the gap between disadvantaged Model Neighborhood children and those born into more comfortable surroundings.

The project's objectives were: to establish and operate a development enrichment program for MNA children; to accelerate their achievement; to develop language, psychomotor, perception and library skills; and to prepare them to enter the first grade in school at a

functional level on par with children not limited by socio-economic factors.

The project operated in all four Model Cities Action Years, including school years 1969-70 through 1972-73. The children involved were 3-, 4-, and 5-year-olds who were not eligible for State Minimum Foundation Program Kindergarten. Approximately 350 youngsters a year were in the program.

A high priority of Early Childhood Education was the involvement of the community through the Citizen Participation structure of the Model Cities Program. In addition, the Edgewood Independent School District administrative and teaching staff involved parents and families in home application of the curriculum through home visits and workshops at the school.

After one year in the program, the children were tested for intellectual and language development and were found to perform at significantly higher levels than comparison groups who had not been exposed to the curriculum. Besides these gratifying results in achievement levels, the children's physical well-being was enhanced.

A total of 1,941 received physical examination, 1,804 had dental exams, 1,269 visual exams, 370 hearing exams, and 338 had laboratory exams. All children received free hot school lunches.

The ancillary goal of community impact was also met. Besides the less tangible benefits of parent awareness and involvement, there was the measurable result of 80 Early Childhood Education jobs filled by Model Cities residents.

Model Cities Supplemental Funds accounted for $1,855,618 of the money expended to operate the program. The Edgewood Independent School District continued the program during the 1973-74 academic year.

The curriculum of the Early Childhood Education program was developed by Southwest Educational Development Laboratories, which also refined the program from time to time when ongoing evaluation indicated the need. This development/evaluation/refinement process should prove helpful to other communities that want to take advantage of the trail San Antonio has blazed, especially in view of the availability of the curriculum and

supporting instructional materials from Southwest Educational Development Labs.

Every child who has experienced the Early Childhood Education project has been helped with the transition into public schools. He has developed a better grasp of language and the learning process. His socialization skills have improved as he has developed greater communication and group skills. Most important of all, he has a greater motivation and more positive self-image to take with him into first grade. The gap between the student and the world he is entering has been narrowed.

SANTA FE

Inventory of Significant Projects

EDUCATIONAL SERVICE CENTER

The ESC provides counseling and classroom services for elementary students with reading, speech or other language difficulties. It also provides in-service and pre-service education for local teachers.

The ESC program began in the 1970-71 school year and has served 1,379 elementary school children, a higher number than was projected in the proposal. A total of $250,788 was expended (the major portion of which went toward the building itself) between September, 1970, and May, 1974, all Model Cities funds. An additional $127,087 from ESEA Title I funds was spent between July, 1973, and June, 1974. The project is to continue under some earlier impounded Title I funds. The public schools are seeking operational assistance from Model Cities and revenue sharing.

A highlight report on the Educational Service Center is on page 135.

TUTORS INCORPORATED

Tutors Incorporated, a non-profit organization, was designed to help students who were dropping behind in their schooling due to linguistic, cultural, physical, or other reasons. It started in 1969 under local funding, with MC giving funding aid in 1970.

As a result of excessive administrative costs, Tutors Incorporated was phased out after eighteen months. Another tutorial program, Youth Tutoring Youth (described below), began in 1973.

YOUTH TUTORING YOUTH

YTY was a project to supplement the efforts of public schools in the field of academic and emotional training and growth. The project gave individual attention to students of crowded classes, helped school dropouts earn high school equivalency diplomas, and offered counseling to juniors and seniors in high school. In addition it provided scholarships -- for formal college or vocational school -- to those MNA students who otherwise would be unable to continue their education.

Total funding for the project in 1972-73 was $30,000, all from Model Cities. The program was administered by the COP's Parent Advisory Council.

YTY was terminated December 31, 1973, due to uncertainty of Model Cities funds at that Point. If more funds become available, this program has a high priority for their use.

Santa Fe Highlight

EDUCATIONAL SERVICE CENTER

Starting with the premise that reading and language skills are the very foundation of effective learning, Santa Fe's Educational Service Center was established in the 1970-71 school year. Its primary purpose is to help elementary students with reading, speech, and language learning problems.

The Center is housed in a new building specifically designed to serve as the community learning center. Nearly a quarter of a million dollars of Model Cities money went into its construction. The architect used an open-space concept with peripheral service areas, administrative quarters, and clinical rooms. There is a fully equipped screening and examination room for a resident nurse to help diagnose deficiencies. Another small area is dedicated to speech therapy and has been fitted with the latest equipment and materials for helping pupils with speech impairment. Another special room houses a material center for

special education teachers; it is stocked with instructional materials, model curriculums, and the latest books and magazines on compensatory education. The Center has the nucleus of a useful collection of films, film strips, and similar visual aids.

Located within five blocks of four public schools, the Educational Service Center is an important facility for the Santa Fe Public School System. The program turned out to be larger than was anticipated. It was projected to serve 300 students over three years; it has actually served 1,379, plus the 127 teachers who participated in a Human Development Workshop. All of Santa Fe's third grade teachers have participated in a Speech and Language Workshop. These workshops have increased teacher awareness of children in need of speech and/or language development assistance.

In keeping with the Model Cities concept of community involvement, the citizens of Santa Fe have been an important part of the project; the Center staff is composed 65-75% of MNA residents. Some of them were attending the College of Santa Fe and were granted

release time. The Center and refunding agencies agree that good parent and community relationships have been essential to its successful operation.

Newspaper articles, television appearances, radio interviews and presentations have helped to bring to public attention the usefulness of the Center. Citizen participation, project planning, and monitoring were accomplished through two groups, a Model Cities Citizen Task Force and a Title I Advisory Committee. These groups met on a regularly scheduled basis with project and other Santa Fe school personnel.

With a modest budget and proper staffing, the Educational Service Center could easily expand its activities to serve the entire Santa Fe Public School System. The Model Cities staff and school administrators are exploring ways to expand the utility of the Center.

TEXARKANA, ARKANSAS

Inventory of Significant Projects

PUBLIC SCHOOL KINDERGARTEN

With curriculum based on the University of Pittsburgh Individually Prescribed Instruction (IPI) Program, the Public School Kindergarten was originated to provide preschool instruction to five-year-old children. The Project has expanded from serving 80 students in 1968-69 to 240 students in 1973-74.

Approximately $540,000 from ESEA Title I, Model Cities, the State, and the local district have been expended since the 1968-69 beginning. The project is now totally state-funded.

VOCATIONAL AND TECHNICAL EDUCATION PROGRAM

This project has expanded from serving 400 students in 1969-70 to 1007 students in 1973-74. Nineteen separate courses are offered at the high school level and exploratory courses are offered at the junior high level. Adults participate in an after-school-hours program.

The Vo-Tech program has received approximately $1,497,000 from Model Cities, the State, and local district. It is now state-funded.

This project is highlighted on page 140.

COMMUNITY SCHOOL PROGRAM

This program is funded 100 per cent through Model Cities, with the local district providing facilities. It is primarily an adult continuing education program that includes instruction in recreational programs, art,

sewing, bridge, and assistance for adults in completing GED requirements for high school equivalency certificates. The program has been in operation two years and now has about 1600 participants in each six-week session.

DROPOUT PREVENTION PROGRAM

The program was designed to improve the quality of the instruction and services offered to underachieving students in all grades, in an attempt to reduce the dropout rate and increase student achievement levels. The program includes Reading and Math Clinics as well as Rapid Learning Centers equipped with modern instructional equipment and materials.

Approximately $2,152,000 from ESEA Title VII, Model Cities, and the local district has been expended since the 1969-70 school year to accomplish the objectives. There is a likelihood that future funding will be supplied by the school system.

This project is highlighted on page 145.

COMMUNITY COORDINATED CHILD CARE (4-C)

Part of an Early Childhood Education program, the Coordinated Child Care project is currently being funded by Model Cities (25%) and Title IV-A Welfare (75%). The 4-C Program has been concerned with day care and child care programs such as child abuse, drug abuse, and family life education.

With Model Cities funds being phased out, Title IV-A guidelines are being revised with limitations placed on funding and planning components such as 4-C. As a result, there was some curtailment and revamping of the program. An ESEA grant proposal has been submitted for the funding of a toy-lending library.

Texarkana (Arkansas) Highlight

AREA VOCATIONAL-TECHNICAL SCHOOL

It looks like a standard, garden-variety high school from the outside, except for a large department store window displaying a tastefully dressed mannequin surrounded by accessories. All it lacks is a sign. "Available in the Contempo Shop, Fourth Floor."

The display window is a project of the Distributive Education Lab of the Texarkana Area Vocational Center. In Distributive Ed the students learn every phase of merchandising and marketing -- buying, inventory control, display, sales promotion -- from wholesaler to ultimate consumer.

Each area of the Vo-Tech school is completely equipped to provide a simulation of on-the-job facilities for realistic training. For example, Electronics-Radio/TV Repair has six sophisticated electronic diagnosis stations, each worth approximately the cost of a Volkswagen. Auto Mechanics is housed in a building the size of a

football field, totally equipped with service bays to make a new-car dealer envious. Cosmetology is a complete beauty salon with twelve styling stations, shampoo/haircolor basins, a lecture room, reception area, even a washer/dryer utility room. Agriculture working on the interesting and valid assumption that a farmer must be a generalist, has a little of everything, including machinery diagnosis and repair.

The overall objective of the Area Vocational-Technical School is to provide vocational education courses to Texarkana School District students, grades 10-12, and to schools in the surrounding area. The number of participants has increased from 450 students in 1969-70 to 1007 students in 1973-74. Total funding has been almost a million and a half dollars, with more than one-third coming from Model Cities.

There are nineteen different courses offered, eleven of which are also available to adults in an after-school-hours program.

Community members are extensively involved in the operation of the vocational program. A community advisory

committee is organized for each of the curriculum areas. They assist the program director in planning the instructional program and in acting as a liaison contact between the community and the school. The program director has worked closely with the Model Cities Manpower and Economic Development Sub-Committee. Lengthy articles and pictures in the newspaper have attracted much community interest.

There have been some problems, of course, as with any major undertaking. Some academic teachers have reflected a negative attitude toward vocational education. It is hoped that the future will provide funds to give academic teachers in-service training on what vocational education can mean to the student and to the society. Another difficulty is in the area of academic requirements needed for graduation, sometimes leaving the student not enough time to take a desired vocational course. This problem is still unsolved.

Perhaps the major frustration is the inadequacy of teacher salary schedules to attract highly qualified personnel to teach in the program. For example, there is at present no teacher for a course in Air Conditioning Service, simply because the program cannot find a

man with three years' experience as a journeyman (a prerequisite for all instructors at Vo-Tech) who is willing to give up a lucrative business. Even so, the program has attracted dedicated people like Lloyd Tarpley, a superb printer who finds the commitment to educating young people a higher priority than the money he can make in the community.

At the present time, there is no solution to this on-going problem of compensation. However, recommendations have been made by the State Department of Education that local school boards consider offering competitive salaries to such persons.

The activities used in this program are exportable to other school districts who share similar needs and problems. Several vital factors are involved in the replication of the program: commitment, both philosophical and financial, on the part of the academic teachers and administrators; a carefully planned program; community involvement; and extensive pre- and in-service education.

At Texarkana's Vo-Tech, students get a chance to learn a craft of trade at the side of experts, with on-job-training simulation. In some students' lives, abstract education is less vital than concrete training. For them, Vo-Tech translates into education made relevant to student need.

Texarkana (Arkansas) Highlight

TEXARKANA DROPOUT PREVENTION PROGRAM

The Texarkana Dropout Prevention Program has served as a national pacesetter in many ways. It is a classic of multi-source funding blended into one common budget for a common purpose. As one of the country's earliest large-scale attempts to prevent school dropout, it pioneered numerous dropout prevention techniques. It was a bellwether for educational "performance contracting,"* which proved to have attendant problems sufficiently troublesome as to warrant replacing it with the more traditional approach of using consultants. The contractor continued to explore behavior management/modification techniques as effective positive reinforcement for learning. Its individualized method utilized audio-visual machines and programmed materials coupled with reinforcement and rewards for rapid learning.

* The original contract was awarded to the Dorsey Company of Norman, Oklahoma, on July 1, 1969.

In short, the Texarkana Dropout Prevention Program is a unique educational innovation.

Its overall objective is to decrease the dropout rates in the Texarkana and Liberty Eylau School Districts. Closely related objectives are to improve the academic achievement of participants, to increase their school attendance, and to decrease the frequency of school suspensions.

The students participating are identified as potential dropouts with two or more years' deficiency in reading and/or mathematics and with an IQ of 75 or above. The students in the program range in grade level from grade 6 to 12. Approximately 620 students have participated each year, with an average involvement in the program of approximately two years.

The major program activities include:

1. Individualized instruction in reading and mathematics, grades 6 - 12.
2. Reading instruction provided to non-reading students, grades 1 - 5, in a diagnostic and prescriptive approach.
3. In-service training, instructional materials, and teachers aides provided to teachers

involved in instructing below-average achievers in English and mathematics, grades 7 - 12.

4. Community contact workers providing a liaison between the school and the home, to help alleviate problems that might prevent potential dropouts from regularly attending school.

5. Counselors used in grades 6 - 12 to help participating students in making decisions and solving problems, with referral services available when needed.

6. A career orientation unit presented to all sixth-grade students in the Washington School and to ninth-grade participating students in the Liberty Eylau and College Hill Junior High Schools.

7. A vocational exploratory course covering various occupational clusters for participating boys and girls at the 10th grade level.

There is extensive community involvement in the program. A community advisory council was organized and holds monthly meetings. Community Contact Personnel (paraprofessionals selected from the target neighborhood, when available) tell the Dropout Prevention Program story to the community and form a liaison between the home and school. Neighborhood Centers, supported by Model Cities funds, are used to hold meetings, and personnel employed there keep the Project Director informed as to what students are doing if they do drop out of school.

Even the most ambitious, large-scale program must ultimately stand or fall on its effectiveness. To evaluate the dropout prevention program, a complete evaluation design was developed each year with long-term and yearly objectives including product outcome, operational process, and management process objectives. In addition, a formal evaluation of the program was made each year by an outside, impartial evaluator, Educational Planning and Evaluation Services of Magnolia, Arkansas. The evidence produced indicates the following major results of the project:

1. The dropout rate decreased from 16.00 per cent to 4.82 per cent.

2. The frequency of school suspensions decreased approximately 75 per cent.

3. A cadre of teachers received training in individualized instructional techniques and in principles of behavior modification.

4. The project was influential in bringing about change in the school district. School personnel have learned about new concepts, new procedures, and new services.

5. The reading clinic approach will be continued and expanded at the earlier grade levels to emphasize early detections and prevention of dropouts.

6. A management information system was developed which provided up-to-date accessible information about program activities and the participating students.

7. Learning Center students, during the 1969-70 school year, gained approximately twice as much in reading and mathematics as the students not in Learning Centers.

8. The project staff has learned to use an objective validation instrument in identifying successful (effective) program activities.

Several problems arose during the operation of the program. During its first year, many difficulties were encountered in implementing the "performance contract," and this approach was dropped in subsequent years. After the second year the school district decided to operate the program without the assistance of an outside contractor.

Other problems revolved around the reluctance of principals and teachers to accept new methods; therefore, a better pre- and in-service training program was established in the latter years of the program. The Project Director, who was once a principal himself, worked closely with the principals and teachers, took them to other cities where new methods were being used and let them sell themselves on the concepts.

The program activities used in the Texarkana Dropout Prevention Program are exportable to other school districts with a similar environment and problems. Yearly Evaluation results contain descriptive information about the program that would be helpful to any school system or community desiring to adopt or adapt the program.

The dropout program in Texarkana has weathered its growing pains and has become enormously effective, as attested by that decrease from 16% to less than 5%. While many efforts are being made nation-wide to divert at least part of the stream of dropouts back into the school systems, Texarkana is trying to meet its students' needs before their frustration level forces them out of the classroom. To an almost dramatic degree, it is succeeding.

TEXARKANA, TEXAS

Inventory of Significant Projects

COORDINATED VOCATIONAL-ACADEMIC EDUCATION (L.E.I.S.D.)

Model Cities Supplemental Funds were used to construct and equip portable facilities in the Liberty-Eylau Independent School District (LEISD). These facilities are presently operational and are used to house CVAE units providing classes in home and community services and an on-job-training cooperative.

Model Cities efforts supplemented local and State efforts in the implementation of a vocational-type program at the junior high level. The LEISD, with probably State assistance, will continue to provide for the staffing and maintenance of the program.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION (T.I.S.D.)

This project provided funds for the construction of portable buildings on the Westlawn Junior High campus to house classes in general mechanical repair and apparel services. The project was implemented early in the action year but construction was delayed until October, 1973, and completed in March, 1974. The Texarkana Independent School District, with probably State assistance, will continue the project.

LIBERTY-EYLAU EDUCATION SERVICES

This project originally provided funds for the operation of a tuition-free summer school, an attendance Counselor for 10½ months, and four teacher aides. The Attendance Counselor and the aides were funded through May, 1973. However, as a result of major reprogramming of funds

in March of 1973, the summer school activity was not implemented using Model Cities Supplemental Funds; the Liberty-Eylau Independent School District funded the summer school activity on a tuition-free basis.

Classes were provided to 133 students in grades one through eight, during the summer of 1973. As of the beginning of 1973-74, the School District assumed the funding of all project activities.

READING LAB (L-E)

This project provided for the construction and equipping of a portable building to house an existing remedial reading program on the junior high school level. The facility, which was completed the summer of 1974, is operational with an approximate enrollment of 90 seventh and eighth grade students. The Developmental Reading Program, which was a Model Cities-funded project in the First Action Year, is housed in this facility.

COMMUNITY COORDINATED CHILD CARE

Model Cities funds were used to fund the operations of the local 4-C Agency for a three-month period (November, 1972, through February, 1973). The project was terminated when it became apparent that the 4-C agency could not obtain funds to replace Model Cities Supplemental Funds. Because of the short duration of the project, results were negligible.

EDUCATIONAL CHILD CARE

Comprehensive child care services were provided for 119 eligible Model Neighborhood children for five days a week. This project is presently in operation and funds (Model Cities and Texas Department of Public Welfare) have been committed to this priority project through June 30, 1975.

A highlight of this project is on page 155.

PUBLIC SCHOOL KINDERGARTEN

Model Cities funds were utilized to enhance the kindergarten program for approximately 160 children in the Texarkana Independent School District. The project provided additional staff, furniture, and equipment, through May, 1973. The TISD began funding all kindergarten operations in August, 1973, with local and state revenues.

READING LAB (T.I.S.D.)

The Reading Lab project provided the construction and equipping of a portable building to house an existing remedial reading program on the Pine Street Junior High School campus. Construction began in November, 1973, and the facility became operational in February, 1974. The Texarkana Independent School District will continue to provide for the operations of the program, as well as the maintenance of the facility.

GUIDANCE COUNSELORS

Originally this project was to provide funding for two additional elementary counselors. Only one was employed, however, and the project was amended. The remaining funds were used to do a diagnostic screening of students in grades 3 - 6, in an effort to identify strengths and weaknesses of the present curriculum of reading instruction. Data gathered as a result of test interpretation (from a 15% sampling of students) was used in developing remedial and/or development measures to be implemented into the curriculum.

The TISD contracted with the University of Missouri at Kansas City to train school staff in testing procedures to collect the data. Data was then programmed for individual and summary printout in a computer at the University of Missouri at Columbia.

Both aspects -- the additional counselor and the diagnostic reading program -- have been incorporated into the district's program.

DRUG EDUCATION CENTER

With the use of Model Cities supplemental funds, a drug education resource center was provided at Texas High School. Resources provided included instructional materials such as books, tapes, records, filmstrips, and transparencies. All classroom teachers in grades K-12 participated in training seminars and provided drug education within their respective classrooms. Twenty-five student drug counselors also made presentations on drug education each month in grades 3 - 9. The project was absorbed by the Texarkana Independent School District, as of the beginning of the 1973-74 school year.

Texarkana (Texas) Highlight

EDUCATIONAL CHILD CARE

Item: Until recently, there were no tuition free Kindergartens in Texarkana. As a result, learning limitations or disabilities of many Model Neighborhood children were not being diagnosed at the preschool level.

Item: Sixty per cent of the 2,509 children between the ages of six weeks and five years in Texarkana, Texas, live in the Model Neighborhood. Less than 500 of them receive any child care services, and only 250 are enrolled in licensed day care programs.

Item: Aptitude tests administered at the first grade level during the school year of 1970-71 revealed that MNA children scored an average of 25 per cent below non-Model Neighborhood children.

These conditions were identified during the planning stages of the Comprehensive City Demonstration Plan for the Third Action Year. The major problem identified and ultimately addressed by the Educational Child Care project was: "The educational process does not begin soon enough in the lives of Model Neighborhood children. As a result, they begin school at lower levels of knowledge and maturity than non-MNA children."

The goal of the program was to provide a comprehensive program of child care services and early childhood education for 170 eligible children between the ages of six weeks and five years.

The old Sunset School building was leased by the TISD to the City for $1.00 a year. After renovations were completed, the Center's staff began serving children in July, 1972. Any MNA child whose parents were employed or in training programs was considered eligible. Parents were assessed a fee on a sliding scale according to their ability to pay.

Educational Child Care was designed to prepare the preschooler for his public school experience academically, socially, and emotionally, of course. However, the commitment was made from the beginning to provide physical evaluation as well. Physical examinations are given to all participating children, with serious medical findings reported to parents. Dental exams are also administered and severe dental problems reported to parents. Unfortunately, funds have not been available for action on medical and dental problems, but some local dentists and pediatricians have

donated emergency service. Families are assisted in obtaining needed medical attention. Assistance to families also includes help in obtaining birth certificates, finding proper agency support and resource, home visits, and so on.

Psychological tests for all clients were administered by the Texarkana Mental Health/Mental Retardation staff, and follow-up done as needed. During the Third Action Year only three children required follow-up prior to entrance into public schools.

To accomplish the overall objectives of the program, it was essential to have direct coordination with other agencies and institutions. This coordination is achieved mainly through the Family Worker's activities, although the Program Administrator has the ultimate responsibility. Agencies with which regular coordination took place include the local Department of Public Welfare, Temple Home, Texarkana Special Education Center, both school districts, Texarkana Manpower Development Corporation, Texarkana Community College, Community Coordinated Child Care (4-C) Agency, Girl Scouts, 4-H groups, Bowie County

Home Demonstration Agents, church groups, civic groups, doctors, and dentists.

The Parent Advisory Council was organized early in the program as an integral part of the Center's operation, with all parents automatically becoming members. The Family Worker is responsible for seeking active participation by the parents, with teachers and coordinators assisting with home visits at least once a month.

From July 1972 through January 1973, a total of twelve staff training sessions were held, some by the Community Coordinated Child Care staff (also MC-funded). Training included preparing and carrying out lesson plans, the classroom setting, identification of children with special needs, and basic development practices. Outside consultants provided training in specific areas such as parental involvement, nutrition, Montessori methods, and behavioral and disciplinary methods.

Prior to December 1972, the average monthly enrollment was 112 children, with an average cost per child

of $208. This figure reflects all expenses, including "start-up" costs such as building renovations and equipment; an accurate cost analysis would include operational expenses only.

In December 1972 the Department of Public Welfare drastically changed eligibility guidelines, with the result that enrollment was reduced. The average cost per child per month became $127.

In an attempt to compare project costs to other programs of this type, the staff found that other licensed child care programs in Texarkana provided no infant care, which is more expensive because of various licensing requirements and recommendations from local pediatricians. The other centers have an average cost per child per month of $107.

In other words, expenditures for the Educational Child Care program work out to about $20 more per child per month than other centers which do not take infants and which do not provide, as part of their regular program, medical, dental, social, and transportation services, and, above all, a full-day program.

The program has been a good money's worth and a real service to the Model Neighborhood Area -- and to its most important resource, its children.

TULSA

Inventory of Significant Projects

EARLY CHILDHOOD EDUCATION DEVELOPMENT CENTER

The Center, which began operations in September of 1971, was designed to actualize the Model Cities concept of innovative ideas applied to specific needs. The purpose of the program is to provide to MNA four-year-old children an environment for early childhood enrichment experiences that normally are afforded the more privileged child. It also provides a continuing education for early childhood educators in the Tulsa Public Schools.

Not in the history of the Tulsa Independent School District has there been greater effort and support towards successful planning and demonstration, with heavy citizen participation. The program has not only represented institutional change in Tulsa, but has also afforded MNA residents a new set of services for early diagnosis of learning disorders, monitoring of growth patterns, and readiness training in preparation for entrance into first grade.

For the 1973-74 fiscal year, MC expenditure was $143,698, with the school district funding $140,583. As of July, 1974, the Independent School District is absorbing the funding.

This project is highlighted on page 164.

THE CARVER MIDDLE SCHOOL

The Carver Middle School represents Tulsa's original volunteer effort in school integration acceptable to standards of the Justice Department. Designed as a model "magnet school," this outstanding project is making great strides in stimulating junior high students to stay in school. By initiating new approaches

to learning, this target area junior high school is causing a marked decrease in the dropout rate.

Expenditures for FY 73-74 include $169,049 from Model Cities and $363,174 from the Tulsa Independent School District. Effective July, 1974, the project will be absorbed completely by the school district.

This project is highlighted on page 168.

MARGARET HUDSON PROJECT - "YOUNG MOTHERS"

This project provides a coordinated comprehensive educational program for pregnant girls to 18 years of age by helping them to maintain their educational level, assisting in their adjustment, providing health education and counseling aids, preventing repeated unwanted pregnancies, and helping them find a productive, independent livelihood.

Outreach to families of the girls and the young fathers has proved to be an encouraging approach. Follow-through assistance to the girls after they have delivered their babies is another important facet of the program.

Early analysis of those girls completing the program indicates about 8% dropout, with 92% continuing their education at the normal pace.

Model Cities expenditure for the 1973-74 fiscal year was $75,300. The program is now being continued by the Tulsa Independent School District.

COMPUTER-ASSISTED MATH

This project provided individual tutoring and counseling, individual learning, and basic adult education for adults and in-service teacher training, affecting designated elementary, junior high, and senior high schools. Following July, 1974, it will be absorbed within the funding resources of the Independent School District #1, with efforts to absorb costs for maintenance.

PLANNED PARENTHOOD CENTER

The purpose of the Center is to contribute to the health, stability, and happiness of family life and of the individuals comprising the family by providing medically reliable birth control information to men and women requesting it and medical examinations for birth control and supplies. This includes cancer detection and other laboratory service. All services are free with the exception of pregnancy testing, which is done at a cost of $2.00.

Planned Parenthood provides referrals for childless couples to obtain specialized medical services to solve their fertility problems. Premarital counseling is provided for all couples requesting it.

Equally as important as the clinic program is the education program of the Center. Health fairs are conducted in schools and libraries, with special attention given to repeated pregnancies, especially among teenagers.

TULSA JUNIOR COLLEGE PROJECT

$600,000 of Model Cities money aided in the acquisition of land for the permanent site of Tulsa's new State-supported Junior College. The downtown site is in easy access to the target area and will enable Model Neighborhood Area residents to take full advantage of this institution of higher learning.

Tulsa Highlight

EARLY CHILDHOOD DEVELOPMENT PROGRAM

The Early Childhood Development Center is a school for four-year-olds from the Model Cities Neighborhood. Administered by the Tulsa Public Schools in cooperation with Model Cities and the Education Professional Development Act, its doors officially opened on September 7, 1971.

The goals were threefold. Most important, the purpose was to provide MNA kids with childhood enrichment experiences normally afforded more privileged children of the same age. In addition, the project was designed to offer continuing education for early childhood educators in the Tulsa Public Schools. Also included was the training of paraprofessionals, day care center personnel who work in the Model Cities neighborhood, and student teachers from area colleges and universities.

Children who live too far to walk to the Center have bus transportation provided. Class size is limited to twenty children with a teacher and a paraprofessional, as well as volunteers from all over the city. The adult-child ratio is one to nine. All through the Center's day, which is from 9:00 AM till 2:00 PM, the children are exposed to a total learning environment. They are given increasing responsibility and opportunity for independent thinking and reasoning. They are encouraged to explore, use materials, make judgments, and work with others as well as individually.

The Center can accommodate 240 children. On any given day a visitor can count on seeing every degree of activity, from spellbound quiet in a story-telling session to a high hilarity as the children play "store." A comfortable clutter attests to the variety of projects, from aquariums to blocks to a science table displaying shells, leaves, rocks, and a bird's nest. The varying levels of maturity, skills, and abilities are viewed by the Center staff as individual differences which are an asset to the learning experience.

Evaluation is made daily through observation of the children by parents, teachers, paraprofessionals, and other staff members. Forty parents selected at random are surveyed each month, to determine if changes in behavior of their children have occurred. Community and educational leaders who are invited to visit the Center are asked to complete an evaluation questionnaire concerning the program. Kindergarten teachers, teacher aides, and day care workers are requested to complete evaluation questionnaires at the conclusion of their training.

The Early Childhood Development Center is housed in a former public school, a red brick building located in the Model Cities Neighborhood. The physical plant consists of nine permanent classrooms, two temporary classrooms, a motor development room, offices, and the school cafeteria.

Facilities, some personnel, and consultant services are provided through the Tulsa Public Schools, but the major funding for the program has been derived from the Model Cities. An Education Professionals Development Act grant has made aide training possible.

Effective July, 1974, the Center is to be absorbed within the funding resources of the Independent School District, with the exception of funds required for bus drivers, cafeteria workers, custodian, transportation, food and health services. Following passage of legislature in support of Early Childhood Education, this project will be eligible for the above expenses.

The Center is a classic example of a project which Model Cities money helped to initiate and which the local education structure is continuing. The four-year-old Model Neighborhood residents who attend the Center are experiencing an environment that promotes self-awareness, positive reinforcement, exploration, discovery, and creativity. They are developing conceptual ability and language and motor skills, and they are getting practice in problem-solving. In short, they are finding their own strengths while learning how to learn.

Tulsa Highlight

THE CARVER MIDDLE SCHOOL

The George Washington Carver Junior High School, built in 1928, was not originally part of the Tulsa Public School System. Tulsa, like most other Southern cities, had practiced strict racial separation, and Carver, along with Booker T. Washington High School and other black facilities, remained under a separate system until 1955, the year following the U.S. Supreme Court's decision outlawing racial segr. gation in public schools.

For a while there was little enforcement of the ruling, which left matters within the schools much as they had always been, with the black community viewing their Carver School with undiminished pride. However, by the late 1960's pressure built as the Justice Department began to insist that Tulsa public schools be desegregated.

In an attempt to integrate, the Tulsa School Board announced late in 1970 that it would close Douglass

Elementary School and transfer its black students to white Lindsey Elementary less than a mile away. The contention was that desegregation could be accomplished by combining the two. Black parents were angered that it was their school which would be closed, and increased tension developed.

In the face of problems from a number of fronts, the Board decided in the spring of 1971 to pull back and await Court instruction, rather than prepare a new desegregation plan of their own. There were two results of this decision.

First, a small group of parents decided to see what they could do about the situation. They felt it was possible to develop a school into an imaginative and experimental program that would attract white students to volunteer to attend it. Their target became Burroughs Elementary, an all-black school in what had once been an all-white neighborhood.

When the Burroughs Little School opened in the fall of 1971, there were 89 white volunteer students. By year's end that number had grown and there was a

waiting list ... on which were the names of the children of one Tulsa School Board member.

The other result was the attempt by the Board to defuse the situation which had resulted from involuntary shifting of white teachers to Carver Junior High. Their solution in the summer of 1971 was to close Carver and bus its students to other junior highs throughout the city.

The closing of Carver focused the conflict. Leaders of the Coalition for Quality Education, formed by blacks and white sympathizers, staged sit-ins at the Education Service Center. Four blacks and four whites were arrested on November 30, 1971, for disobeying a District Court order limiting the time of their protests and the number of persons allowed to demonstrate.

Following the arrests things began to happen quickly. The leader of the Coalition, Julius Pegues, worked through the spring with black school board member Eugene Harris and the staff of Model Cities to work out desegregation arrangements for Carver. By early February a cooperative arrangement had been worked

out between the school system and Model Cities to begin planning for a refurbished and reoriented Carver Middle School.

The Carver design was carefully planned to avoid the emotionally charged pitfalls that previous attempts had experienced. The hope was that Carver, as Tulsa's first Middle School, would build on the experience of Burroughs and eventually lead to an imaginatively integrated Washington High School, all on the same voluntary basis.

The Carver facility would be redecorated for more adaptability in educational style. Walls would be removed for greater flexibility, new shops and labs would be put in place, and the campus would be expanded.

The students (60% white and 40% black) would move through four 90-minute class periods in different subject areas, progressing at their own rates in offerings designed to meet their individual needs. Each day would deal with communication skills, mathematics and science, humanities, and practical arts.

The faculty, all volunteers selected by the co-principals, would be 80% white and 20% black. Most important, for the first time in a desegregated, formerly black school, they would be among the most highly qualified in the system.

Enrollment for the first year was 250 and a waiting list soon developed. The intial hope that Carver would be a "magnet school" had materialized.

As city officials, school board members, Model Cities staff persons, and members of the community walked down the brightly painted halls last fall, it was difficult for many of them to believe that this was actually Carver. Not many realized how much had been done by so many groups and individuals to make it a reality.

WACO

Inventory of Significant Projects

PREPARATION FOR PARENTHOOD

This project was partially funded by Model Cities for two years and has enabled 100 pregnant teenagers in the Waco City area to continue their education by providing an adequate program and facilities in a school setting away from the regular school program. The program has been very successful. For FY 73-74 the Model Cities funding of the Preparation for Parenthood program was $11,400.

COMPUTER-ASSISTED INSTRUCTION

This project was designed to improve academic instruction for MNA pupils through the use of a computer on a highly individualized basis. It was designed to care for 240 elementary pupils in reading and math, 180 secondary students in math, and 60 adult education students in preparing for GED examinations.

Computer-assisted instruction has generally proven, by experience and by statistical studies, to be a valuable instructional tool.

The project was funded by Model Cities for four years.

ADULT EDUCATION

The Adult Education program is designed to improve basic educational skills and development of out-of-school youth and adults.

The program was put into effect the second semester of the 1971-72 school year and is still in effect. For the 1973-74 year Model Cities expended $39,300 on the project.

During 1974-75 the program will be operated using Federal Adult Basic Education and State Adult Education funds for GED preparation. Application is also being made through the State Vocational Education Department for $71,000 to expand the program into seven vocational fields.

BILINGUAL EDUCATION

Bilingual Education seeks to promote learning through active instruction in two languages, English and Spanish, and through the learning process improve the pupil's self-image and pride in his culture and heritage.

The Bilingual project started in the 1971-72 school year and is continuing. MC expenditure for the 1973-74 school year was $25,797. Bilingual education is being continued into the 1974-75 school year with Title I, ESEA funds. In addition, the Waco Independent School District is applying for $120,000 under Title VII, ESEA.

A highlight of the Bilingual Education project is on page 177.

STUDENT TUTORIAL PROGRAM

This project provides aid to underachievers in the areas of math, science, language arts and social studies using teenagers of only average ability to tutor elementary pupils who fall behind in their school work.

The program began in the second semester of the 1971-72 school year, with Model Cities funding for two years. Title I, ESEA, supplied the funding for the 1973-74 school year and is continuing the funding for 1974-75.

This program is highlighted on page 181.

COORDINATED CHILD CARE

The Coordinated Child Care Council operates this city-wide program to provide comprehensive child care services previously provided by various independently operating agencies. During FY-74 Model Cities expended $95,000 and the Texas Department of Public Welfare spent $212,000 on the project.

PROFESSIONAL GROWTH AND DEVELOPMENT

This project was operated by the Waco Independent School District to improve instruction in schools by changing attitudes and teaching strategies of approximately 200 teachers. The major objective of the program was to increase the teachers' belief in the worth of each student and to help the teachers acquire the knowledge and skills necessary to teach a diversified student population. Participants attended special work sessions to learn new methods of instruction and development of curriculum materials designed to help the disadvantaged student master the necessary learning skills.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

The project was designed to provide vocational training in the general construction trades cluster for fifteen in-school and fifteen out-of-school youth and adults from the Model City area. The program was quite limited in its student enrollment and experienced difficulty in achieving its student quota.

SCHOOL LUNCH PROGRAM

This project was operated by WISD to enable disadvantaged students living in the Model Neighborhood and attending secondary schools to receive at least one hot meal each school day.

PAUL QUINN COLLEGE GYM

Paul Quinn College needed a physical education and recreation facility in order to be in compliance with accreditation requirements of the Coordinating Board, Texas Colleges and Universities. This project was operated by the college for construction of its gymnasium.

CARVER PARK COMMUNITY EDUCATION CENTER

The Waco Independent School District operated this project for the renovation of the Carver High School, to permit operation of educationally related programs for the disadvantaged. The facility also provided space for the Blue Triangle YWCA and a Community Recreation Program.

Waco Highlight

BILINGUAL EDUCATION

It came as no surprise to the Waco Model Cities staff that a recent U.S. Commission on Civil Rights report names Mexican-American children as the largest minority group (one student out of every five) in the public schools of Texas, Arizona, California, Colorado, and New Mexico. The report goes on to observe that schools are failing these children in several respects, the major one being neglect of their language and the Mexican-American culture. As a result, six out of ten Chicano students drop out of school before graduation.

The Waco Independent School District's bilingual education program was designed to alleviate this discouraging condition for Waco's Chicano children by promoting pride in their language and culture. The program, which covers kindergarten through second grade, is in four Waco schools. Students are taught through special audio-visual materials prepared by a

graphic artist and materials specialist assigned to the project, as well as by printed materials.

The bilingual students get other kinds of learning experiences as well. For example, they have visited and performed on television, attended a ballet at Paul Quinn College, participated in May Day festivities at a local church, and presented a special Pan American Day program at a school in a distant section of the city.

In addition to the artist and materials specialist who design the teaching materials, the staff has nine teachers and ten aides. Mrs. Gloria Lewis, Project Director, believes that a parent specialist and an administrative aide would further strengthen the program.

In developing the project, there was input from highly respected and authoritative consultants in the faculty development process. Consultants included Jose Limon, University of Texas; Angel Gonzales, Crystal City Superintendent; Mrs. Luz Gutierrez, specialist in linguistics; and Rudy Rodriguez, Director of Bilingual

Education, Fort Worth. Other consultants were also used during each of the three years of the program to date.

Mrs. Lewis thinks that the Waco program is succeeding. She speaks with enthusiasm about the blossoming of personalities, the augmenting of self-esteem, and the improvement of academic achievement. She also believes that interaction techniques in the classroom are strengthening race relations.

There is often initial opposition to the program from parents of the three participating ethnic groups, but additional information and a trial program usually convince the parents of its worth.

At present there are four schools, three elementary and one kindergarten, that house bilingual pupils. Most of the Chicano students in these schools are reached and served through the program. There is general agreement among parents, educators, and Mexican-American organizations in Waco that the program needs to be enlarged to include all schools that have need for a bilingual curriculum. In addi-

tion, more bilingual teachers should be employed for regular classes as well as for classes within the special bilingual program.

Model Cities funding for the 1973-74 school year was $25,797. The program is being continued by the WISD into the 1974-75 school year with Title I, ESEA, funds. WISD is also applying for $120,000 under Title VII, ESEA. If received, these additional funds will permit twice the number of participants in the bilingual program.

Bilingual education for three years of the crucial early school years helps Chicano children become literate in two languages. In addition, it assists them toward a positive self-image, helps them gain an achievement level at or above the national norm, and gives them pride in the history, traditions, fine arts, and cultures associated with their Mexican-American heritage.

As the Waco Model Cities staff says, this is a project worth highlighting.

Waco Highlight

STUDENT TUTORIAL PROGRAM

James E. Allen, former U.S. Commissioner of Education, reported that eleven schools in a deprived area of New York City pioneered a "homework helper" program in which teenagers of only average reading ability were paid for two hours a day to tutor elementary pupils who were falling behind in their schoolwork. After five months the elementary pupils had gained six months progress in reading ability, compared with three and a half months for an untutored control group. More surprising than this, in a subsequent test the teenage tutors pulled their own reading up by an average of 24 school months in an eight-months span of time. It was not surprising that the program was extended to 7,000 children in 125 schools.

The Waco Student Tutorial Program undoubtedly used this data for support in planning to aid 100 underachievers in the areas of mathematics, science,

language arts, and social studies. This was a one-to-one offering originally, later changed to a one-to-two pattern. Fourteen teachers and specialists used innovative teaching techniques and specially prepared curricular materials. A computer orientation program was made available to all pupils, and a workshop session was held for the mathematics, reading, and language arts teachers to insure proper utilization of the computers.

In addition to the regular tutoring program, a "Catch-Up" program for 140 underachievers in the third, fourth, fifth, and sixth grades was operated in June during two summers. The program ran five days a week, 8:00 AM to 1:30 PM, with each pupil provided a breakfast snack and lunch. Groups were limited to twenty students.

The decision to limit the "Catch-Up" groups to twenty rests on solid data. The St. Louis Public Schools, following the counsel of the very able William Kottmeyer, have gained nation-wide attention with their remedial "Rooms of Twenty" program. In Waco, two student tutor-aides assisted each teacher.

A counselor, librarian, and fifteen student tutors who had served during the regular school term were retained for the "Catch-Up" program. Seven certified teachers with experience in teaching underachievers were employed to complete the summer teaching staff.

Attendance was good. Undoubtedly the promise of a reward field trip to Six Flags Over Texas helped.

In the one-to-two tutorial program, the identification of 50 student tutors and 100 students to be tutored was done by the project director and counselor, in cooperation with the counselors of the various schools. Selection was determined by comparing standardized achievement test scores with classroom performance.

Each staff member and the 50 student tutors enrolled in a five-day training workshop to sharpen their tutoring skills prior to the actual tutoring process. Subject area specialists from the WISD assisted in developing the program and in the tutoring workshop.

The Stanford Achievement Test battery was administered to the tutors at the beginning and end of the program. A large majority of them showed improvement in their basic skills. (A fallacy of the testing was that it was not restricted to the areas of tutoring.)

Everyone who participated in the Student Tutorial Program benefited -- students, teenage tutors, and WISD teachers. The Model Cities staff of Waco has named this program as one that embodies the best principles of pee helping that the Model Cities concept is all about.

POSTSCRIPT

Perhaps the best definition of Freedom is:

the power to exercise options.

It follows, then, that the best way to help people liberate themselves (for no man can set another man free) is to help them identify the alternatives they already have but do not recognize, to help them create new ones, and to help them choose those options that will best fulfill their potential and strengthen their dignity and self-worth.

The ability to exercise options makes the difference between floating helplessly down a river, in panic or rage or resignation ... and having oars with which to affect the direction of one's own life.

The Model Cities Program has helped some people find their oars. Not everyone, but some.

That may be the finest contribution Man can make to Man.

INDEX

Adult Basic Education, 13, 74, 83, 84, 101, 105, 126, 173

After-School Recreation, 13, 74

Background on Model Cities, 3

Bilingual Education, 16, 70, 173, 177

Breakfast Program, 93

Bruni School Project (see Construction of Schools)

Career Opportunities Program (COP), 12, 33, 36, 105, 107

Carver Middle School (see Middle School)

Communication Lines for Model Cities, 45, 46

Communication Skills (see Reading Rehabilitation)

Community Centers, 13, 93, 97, 121, 176

Community Involvement, 25

Community Schools, 121, 138, 176

Computer-Assisted Education, 162, 173

Concepts and Procedures, 23

Construction of Schools, 9, 69, 71, 95, 127

Continuing Education, 63, 102

Counseling (see Guidance)

Day Care (see Early Childhood Development)

Dropout Prevention, 10, 37, 83, 139, 145

Drug Education, 154

Early Childhood Development, 63, 65, 70, 76, 84, 94, 105, 126, 129, 139, 152, 155, 161, 164, 175

Economic Education, 113

Enrichment, 13, 74

Environmental Awareness, 50

Equipment, 75, 127, 128, 176

Grants, 63

Guidance, 76, 102, 103, 126, 153

Gulf Coast Trades Center, 15, 83, 88

Health Sciences, 106

Home Training, 106, 120, 123

Hudson, Margaret Project (see Pregnant Teens)

Indian Education, 32

IPI - Individually Prescribed Instruction, 14, 75, 77, 84

Innovative Projects, 11

Institutionalization, 4, 9, 38

Interagency Coordination, 39

Intensified Counseling (see Guidance)

Junior College, 163

Kindergarten, 11, 50, 138, 153

Learning Disabilities, 84, 102, 133, 135

Library, 9, 16, 49, 52, 64, 69

Loan, College, 76

L'Ouverture School, 113, 116

Lunch Program, 9, 127, 175

MAP Review, 42

Martin Educational Project, 93, 97

Middle School, 10, 17, 114, 161, 168

Model School, 10, 17, 82, 114, 161, 168

Organizational Procedures, 28

Overview of Model Cities, 1

Planned Parenthood, 163

Planning, 25, 28

Pregnant Teens, 10, 51, 82, 85, 162, 173

Preschool (see Early Childhood Development)

Proposal Preparation, 36

RICC, 39

Reading Rehabilitation, 9, 14, 63, 75, 77, 84, 120, 133, 135, 152, 153

Recommendations, Future HUD/OE Interagency Agreement, 19

Retardation, 51, 121

Scholarship Fund, 49, 58, 63, 76, 102, 106, 128

School Buses, 69

Special Education, 82, 114

Summer School, 151

Teacher Aides, 34, 36, 75, 101, 105, 107

Teacher Training, 128, 175

Teacher Training, 128, 175

Technical Assistance, 32

Televised Instruction, 17, 114

Testing, 70

Trainee Stipends, 96, 105, 107

Tutors, 133, 134, 173, 181

Vocational Training, 13, 15, 18, 75, 94, 114, 138, 140, 151, 175

Young Mothers (see Pregnant Teens)